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ABSTRACT

The technical report documents the methodology of a study reviewing the vocational research and exemplary projects in Oregon, so that successful projects or products may be accessible for transportability to other environments. The three stages of research were: (1) Data collection of information on practices, (2) selection of promising practices, and (3) dissemination of information on those practices designated as promising through publication of a handbook. The review and dissemination procedures are detailed under the headings: Document Review, On-Site Visitation, Selection Process, and Compiling the Handbook. Findings of the study are presented in 13 tables according to such variables as career development level, fiscal characteristics, contracting agencies, and instructional level. The project staff concludes that more practices would have been designated as "promising" if means were available for communicating them to others. Recommendations are offered for proposal preparation, project management, and dissemination, including procedures for updating the handbook. Appendixes include a list of references, a list of consultants, project forms, selection criteria, flow charts of procedures, and correspondence. (RG)

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A REVIEW OF VOCATIONAL RESEARCH AND EXEMPLARY PROJECTS CONDUCTED IN OREGON DURING FISCAL YEARS 1970-1975 UNDER THE AUSPICES OF PARTS C AND D OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (P.L. 90-576)

- A Technical Report -

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VT-103-247

Vocational-Technical Education Unit
School of Education
Oregon State University

in cooperation with

Career and Vocational Education Section
Instruction Division
Oregon State Department of Education

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PREFACE

Under the auspices of the Oregon State Department of Education, seventy-two vocational research and exemplary projects have been conducted during fiscal years 1970 through 1975. However, information about successful projects or products has not been readily accessible for transportability to other environments. This project was undertaken in order to ameliorate this problem.

This project produced two documents: (1) a handbook of information on transportable vocational products and processes that resulted from selected research and exemplary projects and (2) a technical report of an evaluation of these selected exemplary and research projects and their products and processes. The former document was designed for widespread general distribution and the latter for limited, controlled distribution.

Evaluative criteria, instrumentation, and procedures were developed by the project's staff and reviewed by external evaluators. These were then pilot tested, revised, then field tested and revised. Seventy-two selected projects were reviewed and documented in three phases: (1) extraction of data from existing proposals and reports on each project; (2) collection of additional data and verification of a sample of data at institutions that conducted the vocational research and exemplary projects; and, (3) preparation of the evaluative information for the handbook and the technical report. External evaluators reviewed the evaluative data and the data collection by teaming with members of the project staff on the evaluations of selected projects.

ACKNOWLEDGEMENTS

This document is the result of the generous and professional efforts of many persons. The contributions of numerous agencies which creatively developed Promising Practices are gratefully acknowledged. Without them, the Handbook and Technical Report would not be a reality.

A steering committee guided and validated the work accomplished during this project. The members of the committee were:

Mr. Nat Etzel, Career Education Coordinator
Jackson County Intermediate Education District

Mr. Don Gilles, Coordinator
Program Development and Evaluation
State Department of Education

Mrs. Evelyn Gunter, Dissemination Specialist
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The staff and students of the Vocational-Technical Education Unit, Oregon State University, who participated in this project were: Ginger Arnold, Wayne Courtney, Joel Galloway, Priscilla Hardin, Anne C. Keast, Bill Perry, and Sharon Wallace.

Special recognition goes to three dedicated persons who facilitated the efficient fruition of the efforts. They are: Dayna Hayhurst, State Department of Education; Wanda Cox and Jacque Hamilton, Oregon State University.

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PROBLEM

Vocational research and exemplary projects funded under the auspices of Parts C and D of the Vocational Education Amendments of 1968 (Public Law 90-576) by the Oregon Department of Education facilitated the improvement of career and vocational education in Oregon. Nearly all such projects have been of significant benefit to the schools, colleges, and agencies conducting them. Unfortunately, however, information about successful projects or their practices has not been readily accessible for use in other environments.

The Oregon Department of Education recognized the need for a concerted effort to review and assess such funded projects so that promising practices could be disseminated widely. Exemplary practices, which have resulted in improved programs and/or program elements, needed to be identified and cataloged.

PURPOSE

The purpose of this project was threefold. The primary purpose was to produce a compendium of promising practices developed in Oregon during Fiscal Years 1970-75. These practices were developed under the auspices of Part C (Research and Training in Vocational Education) and Part D (Exemplary Programs and Projects) of Public Law 90-576. Then administrators, counselors, and instructors in elementary and secondary schools, colleges, and universities, and other educational agencies in Oregon could decide whether or not to pursue further the possibility of adopting it. These practitioners also needed a means of taking the next step toward acquiring more information

on the practice once the decision was made to do so.

A second purpose of this project was to develop a methodology with which to conduct the review of the vocational research and exemplary projects and to communicate those deemed significant, effective, and transportable. Furthermore, this methodology needed to be documented so that the review process could be replicated or reapplied to research and exemplary projects funded in years subsequent to those covered by this project.

The third purpose of this project was to make recommendations on the means by which the Oregon Department of Education could increase the probability of future research and exemplary projects meeting with success in product development and dissemination. These recommendations would be based on the experiences gained during the review and documentation of vocational research and exemplary projects and their practices.

DEVELOPMENT OF THE METHODOLOGY

The development of materials and procedures that constituted the methodology for this project was developed into three major parts. The three parts were: (1) data collection of information on practices, (2) selection of promising practices, and (3) the dissemination of information on those practices designated as promising.

Data Collection

A review of the literature was the first task accomplished during this project. The purpose of this review was to identify criteria used by other investigators for identifying promising practices, i.e., educational products and/or processes that were significant, effective, and transportable.

Alternative means of communicating promising practices were also examined during this review of literature. Appendix A contains a list of sources and informational elements identified in them.

Based on this review of literature, a list of information elements was identified. These elements described the information that was needed to decide whether or not a practice was significant, effective, and transportable. Furthermore, the elements described the types of information that would be needed by practitioners to decide whether or not a practice should be examined for applicability and desirability for their educational environment.

The informational elements were formulated into the Innovation Information Form. The initial Form was reviewed by internal consultants, revised, and then reviewed by the project's Steering Committee (see Appendix B for the roster of Steering Committee members and internal consultants). Based on the directions provided by the Steering Committee, the Innovation Information Form was revised as shown in Appendix C.

The information elements specified in the Innovation Information Form then served as the basis for the generation of items or questions. These items were designed to elicit information on the elements. The items were then formatted into an instrument and subjected to simulated trials. Existing documentation on actual vocational research projects was used during this trial. A major finding of the simulation was that the instrument was difficult to use when recording information because of the large number of pages. The questions were, therefore, removed from the instrument and replaced by keywords or short phrases indicative of the necessary questions.

Staff members were then trained in reviewing existing documentation on a vocational research or exemplary project and recording available information on the instrument. Staff members were also trained in interviewing techniques, including how to ask questions in order to elicit the desired information.

With the assistance of the Oregon Department of Education's project officer, staff members identified ten of the seventy-two research and exemplary projects that would be used to pilot and field test the instruments and procedures. These projects represented a variety of outcomes and outputs, but were conducted at field sites located in western Oregon to facilitate the pilot and field tests. In a minor deviation from the procedures described in the approved proposal, three staff members independently reviewed the existing documents on the first eight projects that would be reviewed and compared the information that they had recorded in the instrument. The three staff members then visited the field site to collect the remainder of the appropriate and available information by reviewing the person identified as the most appropriate contact for information about the site. One staff member asked the appropriate questions and the other two members recorded the elicited information. The instrument and procedures were then reviewed after each data collection sequence and revised as necessary prior to the next sequence. A copy of the instrument in its final form is shown in Appendix D.

Selection Process

To facilitate the identification of promising practices, the Innovation Selection Criteria (Appendix E) was developed and subjected to simulated

trials by the project staff. Decision-making procedures (Appendix F) were developed to increase the reliability of deciding whether or not materials and processes produced during research and exemplary projects should be included in the Handbook as Promising Practices. The Steering Committee reviewed and approved the Innovation Selection Criteria and the decision logic.

Dissemination

Tentative format for the Handbook was developed by the project staff and reviewed and approved by the Steering Committee. Two versions of the description of a Promising Practice that would appear in the Handbook were reviewed by the Steering Committee. Based on directions provided by the Steering Committee, the format was revised by the project staff and again reviewed by the Steering Committee. The Steering Committee also approved a title for the Handbook: Promising Practices in Oregon Career and Vocational Education Developed under the Auspices of Parts C and D of the Vocational Education Amendments of 1968.

The first distribution of the Handbook was made during a symposium on the project at the Spring Conference of the Oregon Career and Vocational Administrators, an affiliate of the National Council of Local Administrators and the American Vocational Association, on April 29, 1976. At the direction of the Steering Committee, participants in the symposium were asked to complete a questionnaire (Appendix P) on the usefulness of the Handbook. The Steering Committee also directed the review project to develop an instrument (Appendix H) by which the impact of the Handbook could be determined. The instrument will be sent to all institutions and agencies mentioned in the Handbook by the Oregon Department of Education. The

Oregon Department of Education will also collect the completed evaluation instruments and analyze the information contained in them.

REVIEW AND DISSEMINATION PROCEDURES

Described below are the procedures that were used to collect information on practices; to select those practices that were significant, effective, and transportable; and to dissemination information on those practices designated as promising. This expansion of the prior section is to facilitate the replication or reapplication of the methodology to research and exemplary projects funded in years subsequent to those covered by this project. The procedures are discussed under the following headings: (1) document review, (2) on-site visitation, (3) selection process, and (4) compiling the Handbook.

Phase I: Document Review

All available documents on the project, such as proposals, interim reports, final reports, evaluations, and products, were reviewed and appropriate information was recorded on the Innovation Information Form (Appendix C) by the project's staff. This minimized the amount of time needed by site personnel to provide information during the next phase--the on-site visit. In addition, having all the available information prior to the on-site visit gave better focus to the interview because the review staff member had the background to select those questions which elicited needed or missing information during the on-site visit.

To accomplish the document review, staff members completed the following tasks:

1. Quickly read the available documentation and recorded available information on the project on a copy of the Innovation Information Form (Appendix C).

   a. If space provided on the Form was insufficient, information was placed on additional pages and inserted in the Form. Note was made at the end of the original entry that a follow-on page existed.

   b. Where objectives and validated data existed in the documentation, this information was copied and affixed to the Form.

   c. If additional documents were required from the site such as a teacher's handbook, notation was made of this fact on the front of the Innovation Information Form.

2. Notation was made in the appropriate column on the left of each item whether information was: (a) needed, (b) not needed, or (c) required verification during the on-site visit.

   a. The space under "Need" on the Information Innovation Form was checked if available documentation did not contain necessary information.

   b. The space under "N/A" or "not applicable" was checked if information was available for an item in documentation or if the item was not applicable for the project.

   c. The space under "Verify" was checked if information was available but confirmation was needed. Also, a random selection of available information recorded in the instrument during the document review was confirmed during the on-site interview.

Phase II: On-Site Visitation

After necessary information found in the available documentation on a project was recorded on an Innovation Information Form, at least one staff member visited the contracting agency or institution for the project. The purpose of this visit was to collect and record information or to confirm information already contained in the Innovations Information Form.

In order to facilitate the collection of reliable information, staff members were prepared in three areas prior to conducting actual interviews on-site: (1) the precise meaning of the items on the Innovation Information Form, (2) the generating of questions to elicit the information required for the Form, and (3) a plan for conducting an interview.

First, both the nature and the purpose of the information needed for the Form were examined. Most of the data gathered through item 4.1.0 on page 9 of the Form dealt with the developmental phase of the project. However, item 2.1 was a description of what presently exists or "How does it work?" Beginning at item 4.2, data gathered focused on the implementation phase of the project to answer the question, "What is required to accomplish 2.1—the product or process which is now in existence?"

Second, staff members who conducted interviews experimented with questions that would elicit the information they sought for the Form. Staff members developed questions to ask. If questions did not produce the required information, or if the questions were not clearly understood, staff tried alternative questions until the required information was secured.

Third, staff members rehearsed the probable sequence of events and the two major roles, i.e., who makes introductions, explains the purpose

of the visit and conducts the interview and who records the information on the Form. Then, the interviewer was able to concentrate on asking questions while the recorder wrote down the information. These two roles were not mutually exclusive. The recorder sometimes requested clarification or asked for information still needed before the conclusion of the visit.

1. Just prior to the site-visitation phase, the Oregon State Department of Education sent a letter to the chief executive officer of the agency responsible for each of the projects being reviewed. The letter (see Appendix G) was signed by the State Director of Career Education and Vocational Education and by the Director of this project. The letter explained the purpose of the review project and noted that site visitations were planned by review project staff. In addition, the letter communicated both the purpose of the review and the need for additional information about the sites which would require on-site visits.
2. The project Director or a staff member initiated contact with the person identified as the project director in the documents on file by telephone. A report of each telephone call, using the form shown in Appendix H, included such information as the person contacted, telephone number, date, information elicited from the call, and notation of follow-up.
3. During the telephone conversation, the purpose and general process of the review project were described. The telephone call concluded by scheduling an appointment for a site visit and interview.
4. The telephone call was followed by a letter confirming the date, time, and names of staff members who would make the visit (Appendix I).

5. Where time permitted, the on-site visit was reconfirmed by telephone a day or two prior to the scheduled visit.

6. At the beginning of on-site interviews, project staff members reaffirmed: (a) the purpose of the interview was to identify products or processes which would prove "promising" or helpful to other educators facing similar problems, (b) that such Promising Practices would be published and disseminated by the Oregon State Department of Education, and (c) that before any information was published about the practice, it would be returned to site personnel for correction and/or revision.

a. Where appropriate, additional documents and products were secured. In those instances where data or products were borrowed from site personnel so that information could be incorporated into write-ups of the Practice, the location of the borrowed material was noted on the Innovation Information Form.

b. Wherever possible, processes or activities were observed and any available additional data was recorded.

7. After the interviews, review project staff members sent a letter of appreciation for the courtesies extended in the interview, Appendix J.

8. Completed Innovation Information Forms were reviewed by the review project Director of Co-Director for adequacy and completeness of information.

Phase III: Selection Process

After all available information on a practice had been collected, project staff members and the Steering Committee decided whether or not that practice

could be designated as a "Promising Practice." In order for a product and/or process to receive the "Promising Practice" designation, it had to: (a) address a significant educational problem, (b) be effective as indicated by valid evidence, and (c) be transportable. The following tasks were accomplished during the selection process.

1. Form a Steering Committee. The responsibilities of the Steering Committee include the provision of guidance to the project staff during the data collection, the selection process, and the compilation of Promising Practices in Oregon Career and Vocational Education, hereinafter called the Handbook.

    a. Membership on the review project Steering Committee represented the geographical regions of the state. In addition, membership included the following levels of education: awareness, exploration, preparation, and specialization. Also, Steering Committee members represented the spectrum of educational administration: classroom teachers, local administrators, career education regional coordinators, and the State Department of Education.

2. At least two project staff members subjected each project to the decision logic (Appendix F). As directed by the instructions in the decision logic, an Innovation Selection Criteria form was completed for each project (Appendix E).

    a. Starting with "Start" in the decision logic (Appendix F), one staff member read the questions and gave directions in the order given in the logic. It should be noted that the plus sign (+) represents a positive or "yes" response and a minus (-) sign

represents a negative or "no" response.

b. Another staff member responded to each question based on the data contained in the Innovations Information Form for the project. This staff member also checked the appropriate spaces in the Innovation Selection Criteria form as directed by the staff member reading the decision logic.

c. Part D of the Innovation Selection Criteria was completed after the project was subjected to the decision logic.

3. All practices that received a "yes" or "with reservation" in part D of the Innovation Selection Criteria form (i.e., "The innovation should be reported in the Handbook,") were written up for entry in the Handbook. See the next section, "Phase IV," for a description on how Promising Practices were compiled.

4. All practices designated as being a Promising Practice but with reservation were reviewed by the Steering Committee in plenary executive session. Using the Handbook entry as a starting point, the Steering Committee made the final decision on whether or not to include each of the Practices designated "with reservation" in the Handbook.

Phase IV: Compiling the Handbook

Descriptions of Promising Practice (i.e., those practices that met all of selection criteria or did so with reservations and were approved by the Steering Committee for inclusion in the Handbook) were compiled into the Handbook: Promising Practices in Oregon Career and Vocational Education. The compilation included the writing of descriptions of the Promising Practice, organizing the descriptions, paginating, cross-refering the Practices,

and developing an index and a glossary.

1. All write-ups or descriptions of Promising Practices were written in the format or layout previously critiqued and approved by the Steering Committee. A sample of the format used for describing the Promising Practices appears in Appendix K.

2. Copies of the write-ups, describing identified Promising Practices, were submitted to those individuals who had provided information about the Promising Practice. This procedure had two purposes: (a) to correct and/or revise so that the write-ups would be as accurate and complete as possible, and (b) to secure a release for publication. The release form appears in Appendix L. Two copies of the write-ups were sent; one copy to be corrected and returned in the enclosed, self-addressed envelope, the second copy to be retained at the site.

3. Key words or descriptors, located in a box in the upper, left-hand corner of the write-up, identified information such as: career education level addressed, level of population impacted upon, products or processes developed, etc.

4. Using these key words or descriptors, an index was compiled for the Handbook.

5. All terms and abbreviations used in the Handbook were described in the glossary section.

6. The Handbook was arranged by section according to career development level, i.e. career awareness, career exploration, career preparation, and career specialization.

7. A Promising Practice was described in the first section appropriate

for it. It was then cross-referenced at the end of each subsequent section that was relevant to it. For example, a Practice that concerned both career awareness and exploration in the middle school first appeared in the career awareness section. At the end of the career exploration section, reference was made to the location of the Practice in the awareness section. In the index, the Practice was identified under career awareness, exploration, and the middle school.

8. Pagination of the Handbook was based upon two factors: (a) the letter of the first career development section appropriate for it, and (b) the name of the school district or agency. The first numbered page in each section was the section divider. So, A = awareness, E = exploration, P = preparation, and S = specialization. Then A-1 introduced the career awareness section, A-2 described the awareness-level Promising Practice developed in Bethel School District, A-3 described the awareness-level Practice in Central Point School District, and A-4 addressed an awareness-level Practice in the Malheur County Intermediate Education District, etc. The letter designation referred to the career development level involved. The pages were ordered alphabetically according to the name of the school or the agency which developed the Practice.

9. The original publication date of the Handbook was April, 1976. The index was also dated: 4/76. However, some revisions and additions have been made which affect future editions. Any page, which has been added or revised since the initial publication date, shows the revision date at the bottom of the page. Because the original index was dated, subsequent additions to the Handbook would be accompanied by a revised (and dated) index. Such dating makes possible easy recognition of revisions

or additions.

Phase V: Clean-up

At the conclusion of the project, two different letters were drafted to accompany the copy of the Handbook which went to the chief administrator of each agency responsible for a project which had been reviewed. Both letters were sent from the Oregon State Department of Education; they were signed jointly by the Director of Career Education and Vocational Education and by the Review Project Director.

1. The letter sent to agencies whose funded projects had developed a Promising Practice (Appendix M) commended the agency for developing a Practice, thanked the agency for its cooperation, and requested that the agency keep a log or report of the number of inquiries received for information about the Promising Practice on a report form or log (Appendix N).
2. The letter sent to the remaining agencies noted that their funded projects had not met the Innovation Selection Criteria for identifying a Practice. However, the letter conveyed appreciation for the agency's participation (Appendix O).
3. All information, other than products or data, was removed from the Oregon State University project review files.
4. Materials, such as correspondence and telephone report forms, were wrapped, identified, and transferred to the Oregon State Board of Education.
5. To compile a record of documents existing at Oregon State University relating to the review project, the face sheet of each Innovation Information Form was xeroxed and placed in the same order as the list

of review project sites contained in the review project contract. In those instances where documents had been borrowed and subsequently returned to site personnel, the carbon copy of the letter of transmittal returning borrowed materials to their owners was attached to the Innovation Information Form face sheet. In this manner, the location of documents or products used by review project staff could be established quickly.

FINDINGS

General Characteristics

Seventy-two vocational research and exemplary projects, conducted during fiscal years 1970-75, were reviewed during this project. From these 72 projects, sixty-six potential practices were identified. For the purposes of this project, practices were defined as: products and/or processes that addressed a significant career development problem. A project was a funded enterprise that could require one or more years to produce a practice. In some cases, a practice could be produced through a research (Part C of P.L. 90-576) or exemplary (Part D) effort or a combination of research and exemplary projects or a combination of exemplary projects.

Of the sixty-six practices examined, forty were judged to meet a significant educational problem, to perform effectively, and to be transportable (see Table 1). Those forty practices were included in the Handbook. However, twenty of these were deficient in evidence on the effectiveness of the practice or means for facilitating transportability and were included in the Handbook with reservation. Therefore, twenty-six practices were judged insufficiently documented or lacking in evidence and were not included in the Handbook.

Figure 1 shows the locations of the institutions in which Promising Practices, i.e., those practices included in the Handbook, were developed and implemented.

As can be seen in Table 2, the largest number (12) of Practices included in the Handbook addressed two or more career development levels, e.g., career awareness, career exploration, etc. It should be noted that the largest number (19) of Practices was intended for the career exploration level. Although more Practices intended for career awareness, career preparation, career

Table 1 NUMBER AND PERCENTAGE OF PRACTICES IN EACH SELECTION CATEGORY

SELECTION CATEGORY	Practices	
	Number	Percentage
Included in Handbook	20	30.3%
Included with Reservation	20	30.3
Not Included	26	39.4
Total	65	100.0%

Table 2 NUMBER AND PERCENTAGE OF PRACTICES BY CAREER DEVELOPMENT LEVEL AND BY WHETHER OR NOT THE PRACTICE IS INCLUDED IN THE HANDBOOK.

Career Development Level		Inclusion in Handbook					
		Yes		No		Total	
		No.	%	No.	%	No.	%
Career Awareness	No.	9	22.5%	6	23.1%	15	22.7%
	%	60.0%		40.0		100.0%	
Career Exploration	No.	8	20.0	11	42.3	19	28.8
	%	42.1%		57.9		100.0%	
Career Preparation	No.	8	20.0	5	19.2	13	19.7
	%	61.5%		38.5%		100.0%	
Career Specialization	No.	3	7.5	2	7.7	5	7.6
	%	60.0%		40.0%		100.0%	
More than One	No.	12	30.0	2	7.7	14	21.2
	%	85.7%		14.3%		100.0%	
Total	No.	40	100.0%	26	100.0%	66	100.0%
	%	60.6%		39.4%		100.0%	

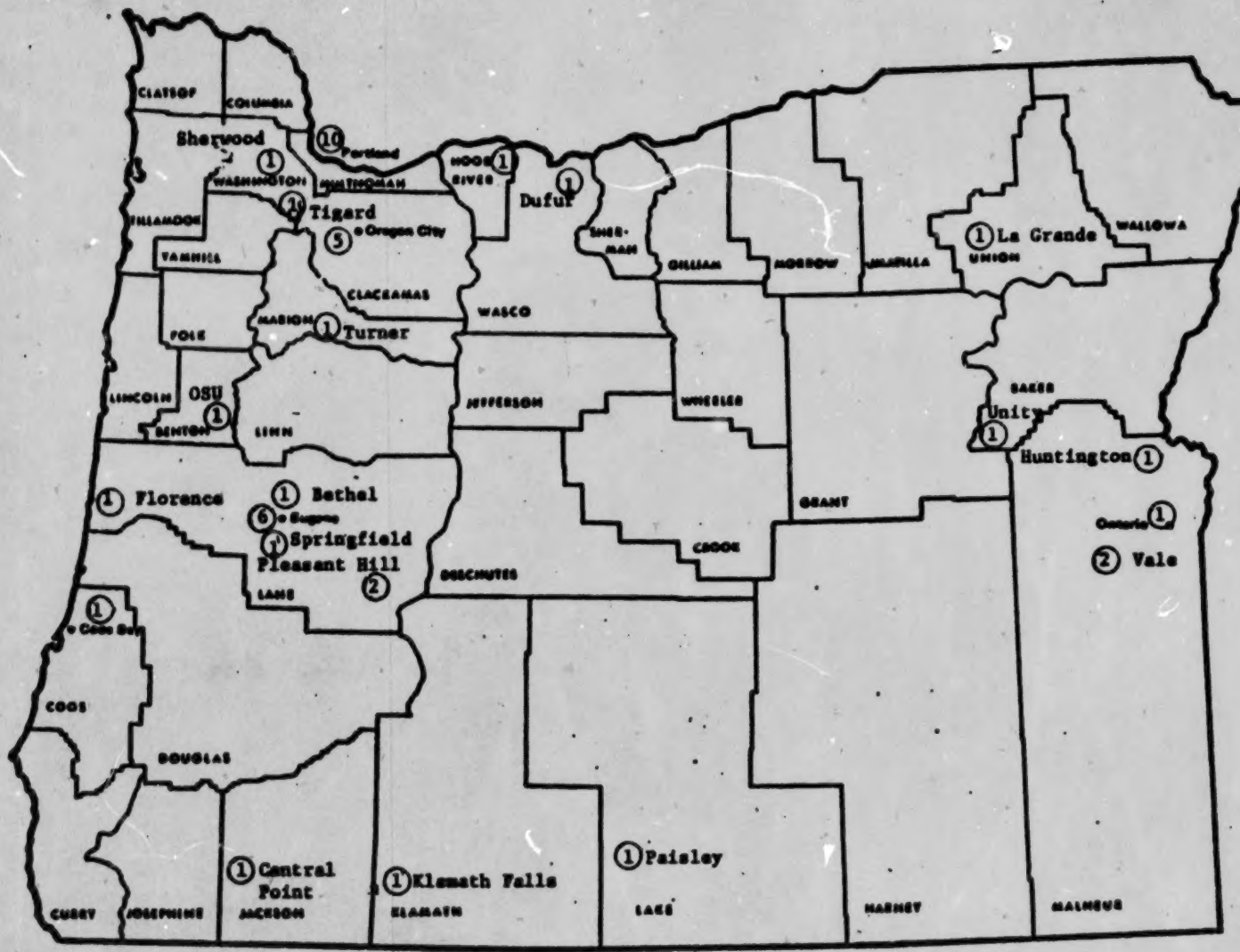

Figure 1. PROMISING PRACTICE SITES VOCATIONAL RESEARCH AND EXEMPLARY PROJECT SITES *

* The number within the circle represents the number of Practices developed.

specilization, and more than one career development level were included than were excluded from the Handbook, a greater proportion (57.0 percent) of practices intended for career exploration level were excluded from rather than included in the Handbook.

Table 3 shows the educational level at which each of the Promising Practices intended to impact on. As can be expected, the largest number (13) Practices impacted or were intended to impact on students in more than one educational level. Three career exploration practices impacted on educational levels other than the junior high/middle school (Table 4). A variety of key words or descriptors was used by personnel of the vocational research and exemplary projects to describe their Promising Practices (see Table 5). The descriptors used most often were "staff development" (16), "articulation" (12), and "interdisciplinary" (16).

Fiscal Characteristics

An approximately equal number of practices was produced using research and training funds (Part C of P. L. 90-576) and exemplary (Part D) funds (see Table 6). However, a greater proportion of practices produced with exemplary funds was included in the Handbook than with research funds (73.1 percent vs. 30.8 percent, respectively.) It should be further noted that a relatively large number (14) of practices developed with exemplary funds was included in the Handbook with reservation, i.e., they were deficient in evidence of effectiveness or had limitations in their transportability.

The median level of funding for exemplary projects was $13,333 and for

Table 3 NUMBER AND PERCENTAGE OF PRACTICES INCLUDED IN THE HANDBOOK BY EACH IMPACT LEVEL.

Impact Level	Practices	
	No.	Percentage
Elementary	9	22.5%
Middle/Junior High	5	12.5
High School	10	25.0
Community College	3	7.5
More than One	13	32.5
Total	40	100.0%

Table 4 NUMBER OF PRACTICES INCLUDED IN THE HANDBOOK BY CAREER DEVELOPMENT LEVEL AND BY IMPACT LEVEL

Career Development Level	Impact Level					
	Elementary	Middle/ Junior High	High School	Community College	More than One	Total
Career Awareness	9					9
Career Exploration		5	2		1	8
Career Preparation			8			8
Career Specialization				3		3
More than One Level					12	12
Total	9	5	10	3	13	40

Table 5 NUMBER OF PRACTICES INCLUDED IN THE HANDBOOK BY EACH KEYWORD* AND BY EACH CAREER DEVELOPMENT LEVEL

	Career Development Level				
Keyword	Awareness	Exploration	Prepara-tion	Special-ization	More than One Level
Administration	1	1	0	1	3
Agriculture Education	0	11	0	0	0
Applied Research	0	0	1	0	0
Articulation	6	4	1	1	12
Assessment	1	0	0	0	0
Basic Education	0	1	1	0	2
Basic Skills	0	1	1	0	2
Business Education	0	1	2	1	4
Cluster Orientation	0	3	0	0	0
Community Resources	1	0	11	1	4
Competency-Based	0	0	1	0	0
Computerized Record-keeping	0	0	1	0	0
Consumer Education	1	0	0	0	0
Coordination	1	0	0	0	0
Counseling	1	0	0	0	0
Cruise	0	1	0	0	0
Cirricula Change	3	0	2	2	7
Differentiated Staffing	2	10	1	0	13
Disadvantage/Handi-capped	1	2	2	0	5
Demonstration Center	1	0	0	0	0
Economic Education	0	1	0	0	0
Educational Services, Contracting of,	1	11	0	0	3
English Education	0	1	1	0	2
Guidance	6	2	1	0	0
Health Education	0	1	0	0	0
Home Economics	0	2	0	0	0
Industrial Arts	0	2	0	0	0
Individualized Inst-ruction	0	0	1	1	0
Interdisciplinary	8	4	4	0	0
Life Roles	1	0	0	0	0
Management, Program	1	0	0	1	0
Mathematics	0	1	0	0	0
Media	0	2	1	2	0
Mobile Laboratories	2	1	0	0	0
Music Education	0	1	0	0	0

*All practices described by two or more key words

Table 5 (Continued)

Keyword	Career Development Level				
	Awareness	Exploration	Prepara-tion	Special-ization	More than One Level
Open Entry-Open Exit	0	0	1	1	0
Planning, Program	0	0	1	1	0
Publicity	0	0	1	0	0
Reading Programs	1	0	2	0	0
Second Language	0	1	0	0	0
Science Education	0	1	1	0	0
Social Studies	0	2	0	0	0
Staff Development	9	3	2	2	0
SUTOE	0	1	2	0	0
Work Experience	0	1	2	0	0
World of Work	0	1	0	0	0

Table 6 NUMBER AND PERCENTAGE OF PRACTICES INCLUDED IN THE HANDBOOK BY FUNDING SOURCE

Selection Category	Source of Funding: Research No.	Research %	Exemplary No.	Exemplary %	Both No.	Both %
Practice Included in Handbook	9	27.3%	9	30.0%	2	66.7%
Practice Included with Reservation	6	18.2	14	46.7	0	00.0
Practice Not Included in Handbook	18	54.5	7	23.3	1	33.3
Total	33	100.0%	30	100.0%	3	100.0%

Table 7 MEDIAN FUNDING LEVELS FOR PRACTICES INCLUDED IN HANDBOOK BY FUNDING SOURCE

Selection Category	Median Funding Level: Research	Exemplary
Practice Included in Handbook	$11,250	$11,250
Practice Included with Reservation	$10,000	$16,250
Practice Not Included in Handbook	$3,750	$12,500
Total	$5,357	$13,333

research projects was $5,357 (Table 7).* The median level of funding for exemplary practices included in the Handbook approximated the median level for exemplary practices excluded from the Handbook. However, the median funding level for research practices included in the Handbook was considerably higher than funding level of research practices exluded from the Handbook. Table 8 shows that a greater proportion of research-generated practices excluded from the Handbook was funded at $5,000 or less. Overall, practices developed with $5,000 or less were less likely to be included in the Handbook than were practices developed with more than that amount (Figure 2). It should be noted that the rate at which practices were included in the Handbook increased less rapidly above a funding level of $15,000 than between $5,001 and $15,000.

As expected, the more recently completed practices were more likely to be included in the Handbook than those funded during earlier fiscal years (Figure 3). During, fiscal year 1975, however, the proportion of practices included in the Handbook with reservation (42.9 percent) was relatively high as compared to prior fiscal years.

Thirty-five percent of the practices included in the Handbook were developed over two or more fiscal years (Table 9). Practices developed over two or more fiscal years were also more likely to be included in the Handbook than those funded for only one fiscal year (77.8 percent and 54.2 percent, respectively).

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*The amount of funds expended by each project during each funding year was corrected for inflation. The correction factors used for each fiscal year were as follows: 1970 - 1.449; 1971 - 1.399; 1972 - 1.359; 1973 - 1.281; 1974 - 1.135; and 1975 - 1.000. These correction factors were based on the consumer price indices reported in the Handbook of Basic Economic Statistics (Washington, D.C.: Bureau of Economic Statistics, Inc., January 1976).

Table 8 NUMBER OF PRACTICES AT EACH FUNDING LEVEL BY FUNDING SOURCE AND BY WHETHER OR NOT THE PRACTICES WERE INCLUDED IN THE HANDBOOK

Funding Level (in $)	Funding Source: Research Yes	Research No	Exemplary Yes	Exemplary No	Total* Yes	Total* No
0-5,000	4	12	5	1	9	13
5,000-10,000	3	4	5	2	8	6
10,000-15,000	3	1	2	1	5	2
15,000-20,000	1	1	6	1	7	2
20,000-25,000	0	0	2	0	2	0
25,000-30,000	1	0	2	1	3	1
30,000+	3	0	1	1	4	1
Total	15	18	23	7	38	25

Table 9 PERCENTAGE OF PRACTICES FUNDED FOR ONE OR TWO OR MORE YEARS BY SELECTION CATEGORY

Selection Category for Practice	Number of Years Funded: One No.	One %	Two or More No.	Two or More %
Included in Handbook	12	25.0%	8	44.4%
Included with Reservation	14	29.2	6	33.3
Not Included	22	45.8	4	22.2
Total	48	100.0%	18	100.0%

* Does not include 3 Practices funded as both research and exemplary projects.

Figure 2

Percentage of Practices
Included in the Handbook by Level of Funding

(Corrected for Inflation)

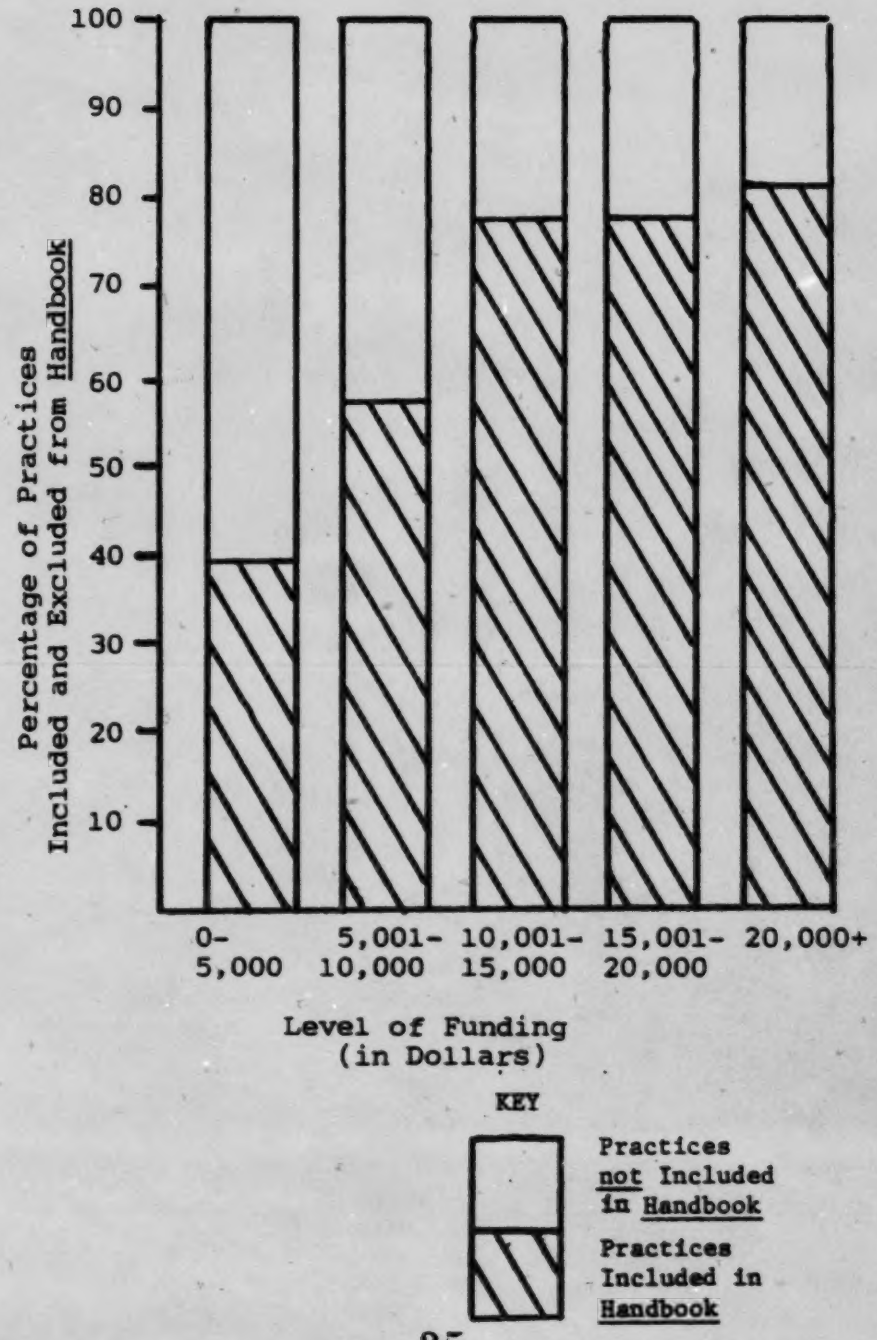
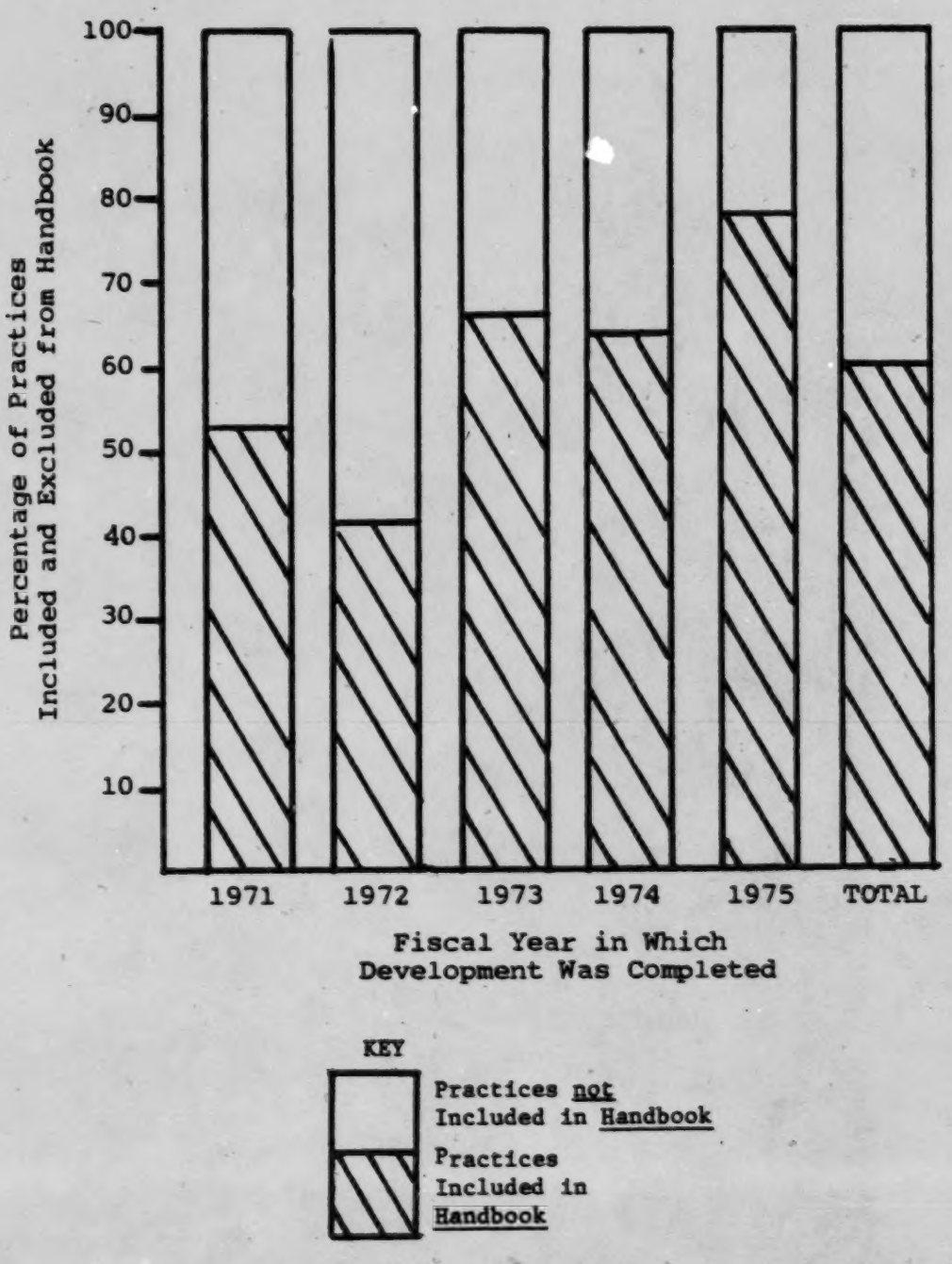


Figure 3

Percentage of Practices
Included in Handbook
by Fiscal Year in Which Development Was Completed



Further, it appears that practices developed over two or more years were more likely to be included in the Handbook without reservation than those funded during only one fiscal year.

The largest proportion (70 percent) of practices included in the Handbook was developed under contracts with public school districts (Table 10). Only fifteen percent of the practices included in the Handbook were developed under contracts with community colleges in Oregon. However, practices developed under contracts with public school and intermediate education districts were more likely to be included in the Handbook than practices developed by other agencies (Table 11).

Table 10 NUMBER AND PERCENTAGE OF PRACTICES IN THE HANDBOOK BY CONTRACTING AGENCY

Contracting Agency	Practices	
	Number	Percentage
Public School	28	70.0%
Community College	6	15.0
University	1	2.5
IED	5	12.5
Total	40	100.0%

Table 11 NUMBER AND PERCENTAGE OF PRACTICES BY CONTRACTING AGENCY AND BY SELECTION CATEGORIES

Selection Categories	Contracting Agency									
	Public School		Community College		University		IED		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Practice Included in Handbook	17	38.6%	0	0.0%	0	0.0%	3	37.5%	20	30.3%
Included with Reservation	11	25.0	6	50.0	1	50.0	2	25.0	20	30.3
Not Included	16	36.4	6	50.0	1	50.0	3	37.5	26	39.4
Total	44	100.0%	12	100.0%	2	100.0%	8	100.0%	66	100.0%

Development, Evaluation, and Documentation of Practices

The adequacy of the methodologies used to develop and evaluate practices varied widely among projects. However, the methodologies tended to be generally less than adequate. Table 12 shows the levels at which acceptable evidence was present to determine whether or not practices were effective, that is, accomplished what they intended to do. Nearly all projects implicitly or explicitly intended to affect student behaviors; but only a relatively few could provide evidence that students ultimately benefitted from the practices that were developed. Of the seventeen practices included in the Handbook that had evaluative data on student achievement, nearly all had only partial evidence of desired outcomes. Furthermore, for 23.1 percent of the practices, the only evidence on effectiveness was the degree to which the developmental methodology used appeared to be adequate. The actual effectiveness of these practices is speculative because a sound developmental methodology only enhances the extent to which a resulting practice will be effective. Although sound developmental methodology does not guarantee the effectiveness of a resulting practice.

It was assumed that a practice was more transportable to another environment if its documentation was complete. That is, there appeared to be a relationship between the availability of a practice or its description in hard copy and the degree to which another institution or agency could adopt it, most likely after adapting the practice to its own environment. However, the degree to which practices were communicable through means other than word of mouth varied among projects. By definition, all practices included in the Handbook are communicable (Table 13). Most of these were adequately documented in addition to having individuals willing and able to discuss the practices with interested persons. However, a standardized means to disseminate practices is not available.

Table 12 NUMBER AND PERCENTAGE OF PRACTICES BY LEVEL OF ACCEPTABLE EVIDENCE ON EFFECTIVENESS FOR INCLUSION IN THE HANDBOOK

Level of Acceptable Evidence	Practice Included in Handbook: Yes No.	Yes %	With Reservation No.	With Reservation %	No No.	No %	Total No.	Total %
Student Achievement	10	50.0%	7	35.0%	0	00.0%	17	25.8%
Staff Achievement	7	35.0	5	25.0	9	34.6	21	31.8
Developmental Methodology	3	15.0	8	40.0	6	23.1	17	25.8
No Evidence	0	00.0	0	00.0	11	42.3	11	16.7
Total	20	100.0%	20	100.0%	26	100.0%	66	100.0%

Table 13 NUMBER AND PERCENTAGE OF PRACTICES BY LEVEL OF COMMUNICABILITY OF THE PRACTICE

Communicability of Practice	Practice Included in Handbook: Yes No.	Yes %	With Reservation No.	With Reservation %	No No.	No %	Total No.	Total %
Yes	18	90.0%	16	80.0%	2	7.7%	36	54.6%
Partial	2	10.0	4	20.0	2	7.7	8	12.1
No	0	00.0	0	00.0	22	84.6	22	33.3
Total	20	100.0%	20	100.0%	26	100.0%	66	100.0%

Documentation on the development of practices included proposals, quarterly or interim reports, and final reports. However, the existence of documentation and the adequacy of available documentation varied markedly among practices. Although staff members of the Oregon Department of Education were more than willing to assist this project's staff to acquire needed documentation, a large amount of information had to be collected during field visitations.

Although not conclusive, it appears that the sixty-six practices could be characterized in other ways. A majority of the staff members interviewed indicated that staff commitment, whether it involved the availability of staff time, teachers' attitudes and/or administrators' attitudes, was a key condition to the success or failure of a developmental effort. From another perspective, practices that had some degree of staff involvement as a part of the developmental effort and/or in the form of staff development tended to be designated "promising" more often than those that did not.

The first distribution of the Handbook was made to sixty-nine participants who attended the symposium on the review project at the Spring conference of the Oregon Council of Career and Vocational Administrators. Approximately thirty Externs and Interns in the Oregon Career and Vocational Education Leadership Development Program and Oregon State University's Education Professions Development Act Program also attended the symposium but received copies of the Handbook after the conference. All participants were asked to critique the Handbook, although they had only a minimum amount of time to study the Handbook. Seventy-two persons returned a copy of the critique form (Appendix P). Almost all respondents indicated a positive attitude toward the Handbook. Nearly all respondents felt that the Handbook was adequate.

CONCLUSIONS and RECOMMENDATIONS

Conclusions

The following are conclusions pertinent to the funding of vocational research and exemplary projects. They are based on the findings previously described and on the reflections by project staff members as a result of experiences during the conduct of this project.

1. Projects were generally conducted with a high degree of professionalism. However, greater attention needed to be paid to the planning, implementation, and management of projects and the designing and implementation of project and program evaluations.

2. Most practices addressed career development behaviors at the educational level initially concerned with them, e.g., career awareness during elementary grades, exploration at middle or junior high school grades. Only a few practices addressed career development behaviors at a level higher than the initial one.

3. Projects funded at $5,000 through $15,000 appeared to provide the optimum results. Projects funded at less than $5,000 tended to be less that successful. Funding at more than $15,000 did not markedly improve the potential of a project to produce a Promising Practice. Furthermore, projects conducted by public school districts and intermediate educational districts tended to be more successful than those conducted by other types of agencies.

4. More practices would have been designated as "Promising" if means were available for communicating them to others. Inadequate documentation and unavailability of material were primary deterrents to the communication of practices.

5. The Handbook is being viewed positively by practitioners. However, its effectiveness should be further studied.

Recommendations

1.0 Proposal preparation

1.1. Encourage the participation of potential users of a Promising Practice to participate actively in the planning and/or development of a project's processes and materials. This could facilitate the adoption of a practice.

1.2 Incorporate third-party evaluation as an integral part of the project's planning stage as well as the developmental stage. External evaluators could provide necessary technical assistance and credibility to a project. Also, early involvement of a third-party evaluator could lessen disagreements on theory and practice during later stages of a project.

1.3 Provide technical assistance for practitioners wishing to submit grant proposals to include:

a. Stating the problem (need or deficiency) clearly;
b. Writing objectives describing student and/or staff outcomes related to the stated needs;
c. Identifying the target population clearly;
d. Describing implementation procedures;
e. Describing a logical progession of events associated with a time line.
f. Indicating responsibility for each task;
g. Detailing a plan for the process and product evaluation of the educational program.

h. Identifying staff and managerial responsibilities and describing the qualifications of incumbents for each position;

i. Describing and justifying special training, materials, equipment and/or consultants.

j. Showing evidence of institutional support; and

k. Insuring that the proposal adheres to all guidelines, assurances, and deadlines stipulated in the writer's guide or request for proposal (RFP).

1.4 Provide technical assistance to project grantees on the product and process evaluations of the educational program being developed and the product and process evaluations of the developmental process being used to produce the educational program. Emphasize the importance of securing valid evidence on student and/or staff performance.

1.5 Establish clearly defined criteria for the selection and awarding of funds. The use of requests for proposals, such as the one underlying this project, is encouraged.

2.0 Project management

2.1 Maximize the use of steering and/or advisory committees to provide guidance for and accomplish validations of project efforts.

2.2 Provide technical assistance to grantees in the following areas:

a. Using third-party evaluators;

b. Conducting self-assessments; and

c. Planning and managing programmatic efforts.

3.0 Dissemination

3.1 Develop means by which materials produced by completed projects can be distributed to potential adopters.

3.2 Develop means by which revisions to Promising Practices can be included in the descriptions in the Handbook.

3.3 Conduct an annual review of career and vocational research and exemplary projects. Update the Handbook with the descriptions of new Promising Practices, "see also" or cross-reference pages, glossary, and index.

3.4 Develop means by which outdated Promising Practices can be identified and removed from the Handbook.

GLOSSARY

ARTICULATION: Effort to design education programs to each complements the other. Therefore, students are able to pursue goals with a minimum of wasted time and effort.

CAREER AWARENESS Career Awareness in grades kindergarten through six promotes learning about careers and the changing world of work. Students are encouraged to recognize the relationship of careers to the life roles of family, citizen, and avocational interests. Through career awareness, students will: (a) gain knowledge of many occupational careers available, (b) develop awareness of self in relation to occupational areas, (c) develop wholesome attitudes toward work and society, (d) learn to respect and appreciate workers in all fields, (e) make some tentative choices of career clusters to explore during middle school years.

CAREER CLUSTER: A "cluster" is a group of occupations that have similar skills and knowledge.

CAREER DEVELOPMENT: An area in which each student must acquire certain competencies to survive and advance in any career. Career development includes learning: (a) good work habits, (b) positive attitudes toward work, (c) ability to maintain good interpersonal relationships, (d) ability to make appropriate career decisions, (e) entry-level skills for chosen career fields.

CAREER EDUCATION: Career education is an integral part of the total educational program. It embraces the idea that each person functions in several roles in his or her lifetime. Career education focuses on the economic, or producer role, providing awareness, exploration, preparation, and specialization in this and other life roles.

CAREER EXPLORATION: Career Exploration in junior high school (grades seven through ten) encourages students to explore the world of work and to experience activities related to specific careers. By 1978, these programs should be available to all students, grades seven through ten. Through career exploration, students will (a) determine interests, abilities, and aptitudes; (b) explore and try some of the key occupational areas; (c) become familiar with occupational career "clusters" or "families" of occupations; (d) develop an awareness of the processes involved in decision-making; (e) make meaningful decisions; and (f) make a tentative career choice and a plan for further study.

CAREER PREPARATION: Career Preparation is for students who have reached the eleventh and twelfth grades. It focuses their efforts on a career cluster area. Students identify an occupational cluster which appears promising for them and begin to prepare for their chosen career area. Through career preparation, students will: (a) apply high school experience to solve daily problems, (b) develop leadership skills through participation in a vocational youth organization, (c) develop acceptable job attitudes, (d) participate in a work experience program, (e) develop skills and knowledge for either entry-level employment or advanced occupational training.

CAREER SPECIALIZATION: Career Specialization enables students in community colleges to build on a high school cluster, to acquire the specialized skills required for a specific job, or to assume a job immediately. Apprenticeships, four-year colleges, and private schools are alternatives. These programs are directly related to the high school cluster programs. Through career specialization, students will: (a) for suitable employer-employee relationships, (b) learn skills for retraining or upgrading, (c) develop specific occupational knowledge and preparation for a specialized job area.

ENVIRONMENT: The conditions or influences under which a Promising Practice was developed and/or implemented.

FIELD TEST: Materials and procedures developed during the project were tried with the intended population in the intended environment.

IED: Intermediate Education District

INTERDISCIPLINARY: Instruction that draws upon the principles and findings of two or more instructional programs or disciplines. Interprogram studies are implemented by units of study or teaching emphasis within established instructional programs, and focus upon some contemporary area of concern (e.g., the envirnoment, intergroup human relations, or consumer problems).

PRIMARY EVIDENCE: Valid information on student and/or staff performance that supports the objectives or claims made on the Promising Practice.

PUBLIC LAW 90-576 PARTS C AND D: Vocational Education Amendments of 1968 develop, maintain, extend, and improve programs of vocational education and assure their availability to all who need them.

- Part C: Research, develop, and evaluate experimental, developmental, or pilot projects
- Part D: Stimulate, develop, and disseminate new and more effective approaches to providing vocational instruction.

PROMISING PRACTICE: A Promising Practice is a process and/or materials that address a significant educational need. It is effective as proven by primary or secondary evidence and can be adopted by many agencies because it can be communicated through: (a) documentation, (b) knowledgeable contact person(s), and/or (c) can be observed in operation.

SECONDARY EVIDENCE: The methodology (procedures, needs assessment, etc.) used to develop the promising practice was valid. Although the soundness of the developmental process does not guarantee the production of effective and efficient practices, it increases the probability of being able to do so.

STAFF INSERVICE: Activities that allow staff to maintain pace with changes in society.

THIRD PARTY EVALUATION: A process conducted by an independent, outside investigator(s) that measures whether the predetermined objectives of the project of program are being met.

VOCATIONAL EDUCATION: Vocational education is education in which the primary aim is to prepare individuals for gainful employment in initial, entry-level jobs, more advanced jobs, or for on-the-job training or additional education in an occupational area.

APPENDIX A

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APPENDIX B

EXTERNAL AND INTERNAL CONSULTANTS

Steering Committee

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Career Education Coordinator
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Mr. Earl McCollum
Assistant Dean of Instruction
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Mr. Don Gilles, Coordinator
Program Development and Evaluation
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Ms. Judy Small
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Mrs. Evelyn Gunter
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Mr. Eugene Vinarskai, Coordinator
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E. Wayne Courtney, Coordinator
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Ginger Arnold, EPDA Fellow
Vocational-Technical Education

Joel Galloway, Department Head
Industrial Education

Bill Perry, Assistant Professor
Business Education

Anne Keast, Assistant Professor
Home Economics Education

Sharon Wallace, Assistant Professor
Home Economics Education

APPENDIX C

INNOVATIONS INFORMATION LIST

A. Which of the following elements do you feel would be helpful in collecting information about an innovation?

1.0 The intent (mission/goals/objectives) of process(es) and/or product(s).

1.1 Population

1.1.1 Students
1.1.1a Special characteristics, e.g. handicap, sex, ethnicity, family attitudes, socio-economic status, prior knowledge, etc.
1.1.1b Age/grade
1.1.1c Number of students by characteristic and age/grade

1.1.2 Faculty
1.1.2a Special characteristics, e.g., sex, attitudes, prior knowledge, etc.
1.1.2b Grade level
1.1.2c Subject area/specialty
1.1.2d Number of faculty by special characteristic, grade level, and subject/specialty

1.1.3 Other (e.g., family, community)

1.2 Objectives of the process(es) and/or product(s) (See Attachment 1 for classification)

1.2.1 Statement of objectives
1.2.2 Evidence of attainment

2.0 Characteristics of the innovation

2.1 Resources

2.1.1 People who work with the innovation
2.1.1a How many and how often
2.1.1b Characteristics, e.g., teacher aide, health cluster teacher, students, counselors, etc.

2.1.2 Materials
2.1.2a What kind
2.1.2b How many
2.1.2c Availability
2.1.2c(1) Commercial (cost as of _(date)_ and vendor)
2.1.2c(2) Self-generated (cost to purchase _____, and contact)

2.1.3 Equipment
2.1.3a What kind
2.1.3b How many
2.1.3c Availability, e.g. vendor and cost as of _____(date)

2.1.4 Space
2.1.4a What kind
2.1.4b Where, and how often used

2.1.5 Community resources (people, buildings, civic group, etc.)

2.2 Activities

2.2.1 Staff inservice
2.2.2 Student preparation
2.2.3 Planning
2.2.4 Organizing (including structure and staffing [job descriptions])
2.2.5 Directing (including supervising staff and students)
2.2.6 Controlling (including evaluation, use of information to upgrade practice(s) and/or product(s), and daily log)

2.3 Time frame for activities (e.g. hours, days, months)

2.4 Environment for the activities (e.g., school premises, classroom, lab, bus, mobile facilities, off-school premises, work site, community based).

2.5 Dependency of process(es) and/or product(s) on student and staff stability (e.g., staff turnover)

2.6 Dependency of the product(s) and/or process(es) on external acceptance (e.g., teachers, parents, etc.)

2.7 Identify the elements listed above in Sections 2.1 through 2.6 that are essential to the effective operation of the innovation.

2.8 Identify the elements listed in Sections 2.1 through 2.6 above, that can be modified (e.g., alternate equipment, organization, or materials)

2.9 Anticipated change(s) to the process(es) and/or product(s) and reason(s) for these change(s)

3.0 Characteristics of the developmental process (if identifiable)

3.1 Resources in excess of 2.1, above.

3.1.1 People who work with the innovation (including change agent)
3.1.a How many and how often
3.1.b Characteristics, e.g. teacher aide, health cluster teacher, etc.

3.1.2 Materials
3.1.2a What kind
3.1.2b How many
3.1.2c Availability, e.g. vendor and cost as of _____(date)

3.1.3 Equipment
3.1.3a What kind
3.1.3b How many
3.1.3c Availability, e.g. vendor and cost as of _____(date)

3.1.4 Space
3.1.4a What kind
3.1.4b Where, and how often used

3.1.5 Community resources

3.2 Activities

3.2.1 Planning
3.2.2 Organizing
3.2.3 Directing
3.2.4 Controlling

4.0 Is the product(s) and/or process(es) now being used? If not, why?

5.0 Has the innovation been replicated elsewhere? Where? Contact person?

6.0 Who is the contact person for visitations (name, title, address, phone number, and suggested visitation schedule and available materials)?

Keyword Indexing for Product(s)/Process(es)

1.0 Population

1.1.0 Student

1.1.1 Grade/level/age
1.1.2 Special characteristics

1.2.0 Staff

1.2.1 Grade level
1.2.2 Subject area specialty

1.3.0 Family, community, etc.

2.0 Career development

2.1.0 Career Awareness

2.1.1 An awareness of the many occupational careers available
2.1.2 Wholesome attitudes toward work and society
2.1.3 Respect for and appreciation of workers in all fields
2.1.4 An awareness of self in relation to occupational careers
2.1.5 Tentative choices of career clusters to explore during middle years.
2.1.6 Other _____

2.2.0 Career Exploration

2.2.1 Explore key occupational areas
2.2.2 Assess their own career and personal interests and abilities
2.2.3 Become familiar with occupational clusters
2.2.4 Gain experience in making meaningful career decisions
2.2.5 Develop a tentative occupational plan and a tentative career choice
2.2.6 Other _____

2.3.0 Career Preparation

2.3.1 Develop skills and knowledge for either entry level employment or advanced occupational training
2.3.2 Develop acceptable job attitudes
2.3.3 Gain experience in a work situation
2.3.4 Develop leadership abilities through a vocational youth organization
2.3.5 Other _____

2.4.0 Career Specialization

2.4.1 Develop knowledge and skills for entry into a specific occupation
2.4.2 Acquire advanced occupational competencies
2.4.3 Develop an understanding of the roles of employees and employers
2.4.4 Acquire skills and information for new and changing job requirements
2.4.5 Other _____

APPRENDIX D

INNOVATION INFORMATION FORM

Innovation: _____

Project Title: _____

Funded Period: _____ Funded Amount: _____

_____ _____

Agency: Name _____

Address _____

_____ Zip _____

Project Director: _____

Information Sources for Review:

Name _____ Phone _____

Address _____

_____ Zip _____

Interview Date _____ Approximate length of Interview _____

Interviewer _____

Documents:	Type	Date
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Is innovation or modification thereof NOW being used? ___YES ___ NO

When last used? _____

Keywords:

___ Staff
___ Students
___ Interdisciplinary
___ Articulation
___ Other _____

_____

___ Career Development
___ Process
___ Inservice
___ Disadvantaged/Handicapped

Need	N/A	Verify	
			1.0 Population for innovation.
___	___	___	1.1.1. Students:____ Target ____ Number Affected _____
___	___	___	1.1.1a Age/grade _____
___	___	___	1.1.1b Special characteristics
			___ None
			___ Sex _____
			___ Ethnicity _____
			___ Disadvantaged/Handicapped _____
			___ Other _____
			1.1.1c Subject-matter area in which innovation occurs:
			___ Cluster _____
			___ Practical Arts _____
			___ Other _____
			1.1.1d When does innovation occur (time frame)? _____
			_____
___	___	___	1.1.2. Staff: ___ Target (comp. 1.1.1 ultimate) No. Affected_____
			___ Instrumental (enable students to use innovation) (complete, 1.1.1, target)
			___ Not applicable
___	___	___	1.1.2a Specialty
			___ Practical arts teacher _____ Level____
			___ Cluster teacher _____ Level____
			___ Other teacher _____ Level____
			___ Counselor _____ Level____
			___ Other _____
___	___	___	1.1.2b Special Characteristics
			___ None
			___ Special training _____
			___ Ethnicity _____
			___ Sex _____
			___ Other _____

Need	N/A	Verify		
___	___	___	1.1.3	Other: ___Target (complete 1.1.1 ultimate) ___Instrumental (enable students to use innovation)
___	___	___	1.1.3a	Characteristics _____ _____ _____ _____ _____
___	___	___	1.2.1	Objectives
			1.2.1a	Were project objectives derived from a needs assessment? ____YES ____NO
			1.2.1b	List Objectives

Need	N/A	Verify	
___	___	___	1.2.2. Evidence of the attainment of objectives.

Consider the following for each objective:

Objective No. ____

a. Finding (data and information) _____

_____

b. Instrument to collect data _____

_____

c. Evidence that instrument validated _____

_____

d. Sample (characteristics/number/time frame) _____

_____

e. Procedures for collecting data _____

_____

f. Conclusions drawn from data _____

_____

Objective No. ____

a. Finding (data and information) _____

_____

b. Instrument to collect data _____

_____

c. Evidence that instrument validated _____

_____

d. Sample (characteristics/number/time frame) _____

_____

e. Procedures for collecting data _____

_____

f. Conclusions drawn from data _____

_____

Need N/A Verify

2.0 Characteristics of the Innovation

___ ___ ___ 2.1 How does the innovation work with the target population? (Not its development)

N/A Verify

2.0 Characteristics of the Innovation (continued)

___ ___ 2.1.1a Minimum and/or optimum and/or maximum number of participants (target population) that facilitates success.

Population	Number Minimum	Optimum	Maximum
_____	_____	_____	_____

___ ___ 2.1.2 Physical Space

2.1.2a Type: ___ Office ___ Laboratory ___ Classroom

___ Mobile Unit ___ Other_____

___ ___ 2.1.2b If space not in school, identify location_____

_____

___ ___ 2.1.2c Amount of utilization of space.

Type of Space	Utilization (time frame)
_____	_____

___ ___ 2.1.2d Special characteristics of space: (including modifications)

___None. _____

_____

___ ___ 2.1.3 Staffing for innovation. ___None.

___ ___ 2.1.3a Number and type of staff working with innovation.

Type	Number	Possible Alternative
___Cluster teacher	_____	_____
___Practical Arts teacher _____	_____	_____
___Elementary Teacher _____	_____	_____
___Other Teacher _____	_____	_____
___Counselor	_____	_____
___Other _____	_____	_____

___ ___ 2.1.3b How much of the teaching day was devoted to the use of the innova

Type of Staff	Amt. of Time	Time Frame
_____	_____	_____
_____	_____	_____

Read	N/A	Verify	
___	___	___	2.1.3c Inservice/preservice education required.

1. Type and time frame.

Type	Time Frame

___	___	___	2. Preservice materials available:

___None

___Title_____

___	___	___	2.1.3d Special Characteristics of staff.

___ None
___ Ethnicity _____
___ Sex _____
___ Other _____

			2.1.4 Resources--Materials
___	___	___	2.1.4a Type and title of materials and number needed

Type*	Title	Number
_____	_____	_____

___	___	___	2.1.4b For copyrighted materials, cost and vendor. ___None

Piece No.	Publisher	Unit Cost	Date of Purchase
_____	_____	_____	_____

___	___	___	2.1.4c If copyrighted material, can they be reproduced? _____
___	___	___	2.1.4d For non-copyrighted materials, cost, vendor and developer.

Piece	Developer	Source	Unit Cost
_____	_____	_____	_____

N/A Verify

2.1.5 Resources--Equipment

___ ___ ___ 2.1.5a Type and number of equipment used in innovation.

Type	No. Needed
_____	_____

___ ___ ___ 2.1.5b Vendor and estimated cost of audiovisual equipment.

Item No.	Vendor	Cost	Purchase Date
____	_____	_____	_____

2.1.6 Resources--Community

___ ___ ___ 2.1.6a Type of community resources (e.g. service clubs, guest speakers, etc.)

___None _____

___ ___ ___ 2.1.7 Modification and/or alternatives that can be made to staffing, materials, equipment and space. ___None.

	Actual	Projected
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

2.1.8 Are the resources and procedures to use the innovation documented (e.g., bibliography, materials list, handbooks, etc.)?

___ ___ ___ 2.1.8a Staff. ___Yes ___No Where? _____

___ ___ ___ 2.1.8b Materials. ___Yes ___No Where? _____

___ ___ ___ 2.1.8c Equipment. ___Yes ___No Where? _____

___ ___ ___ 2.1.8d Space. ___Yes ___No Where? _____

___ ___ ___ 2.1.8c Procedures. ___Yes ___No Where? _____

Data | N/A | Verify

2.2.0 Is the continued operation of the innovation (project) dependent upon the employment of one person? ___YES ___NO

2.2.1a Why? ____unique characteristics

___ no one trained to assume back-up position

____other, specify _____

_____

2.2.1b Could somebody else be trained? _____

2.2.1c Is the innovation affected by high student turnover? _____

2.2.1d What is "high student turnover" _____

2.2.1e What is affected by high student turnover? _____

_____

2.2.1f If the project is ongoing, can a student enter at any time?

_____

2.2.1g If the project is ongoing, can a student leave at any time?

_____

3.0 Must there be parental acceptance of the innovation? _____

3.1.1a Is it documented? ___YES ___NO

3.1.1b Where? _____

3.2 What is the key element of your innovation? That is, without what part would it not work?

____ teachers' attitude ____community resources

____ special materials ____special equipment

____ other, specify _____

4.0 What major problems have been encountered?

4.1.0 During the development _____

_____

4.2.0 During implementation _____

_____

4.3.0 Have there been any changes from the original innovation? _____

4.3.1 If so, please describe the changes. Did the changes have to do with

____length ____subject material

____reading level ____flexibility

____other, specify _____

Need	N/A	Verify		
___	___	___	5.0	Has the innovation been replicated elsewhere? ___YES ___NO Where? _____ Is there a contact person? _____
___	___	___	6.0	Were federal funds used other than OBE funds? _____ When? _____ For what? _____ How much? _____
___	___	___	7.0	What additional resources were needed to implement (not develop) the innovation? ___None. _____ _____ _____
___	___	___	8.0	Management Plan. Documentation of planning, organizing, directing and controlling innovation. ____None. ____Planning ____Organizing: ____ Structure ____ Job descriptions ____ Other _____ ____Supervising: ____ Directions for staff ____ Directions for students ____Evaluation: ___ Instrumentation ____ Administration procedures ____ Analysis procedures ____ Reporting procedures ____ Other _____
___	___	___	9.0	Were the procedures used to develop the innovation sound?
___	___	___	9.1	Did problem describe deficiency or need of students and/or program? ____YES ____NO

Need	N/A	Verify			
___	___	___	9.2	Were objectives logically derived from the problem?	___YES ___NO
___	___	___	9.3	Were objectives measurable?	___YES ___NO
___	___	___	9.4	Were procedures clearly specified?	___YES ___NO
___	___	___	9.5	Was a formative evaluation methodology specified?	___YES ___NO
___	___	___	9.6	Was a summative evaluation methodology specified?	___YES ___NO
___	___	___	9.7	Were staffing requirements clearly specified?	___YES ___NO
___	___	___	9.8	Were requirements for space, materials, and equipment clearly specified?	___YES ___NO
___	___	___	9.9	Were systematic procedures for making decisions to change outcomes, activities, or relationship clearly specified?	___YES ___NO

10.0 Contact point.

___ ___ ___ 10.1.1 Person who can be contacted regarding innovation. ___ None.

Name _____ Title _____

Address _____

_____

Phone (if appropriate means) _____

___ ___ ___ 10.1.2 Suggested visitation schedule. ____None.

_____

_____

___ ___ ___ 10.1.3 Available materials most a-propriate for awareness of innovation: ____None.

Title and type _____

Instructions for acquisition _____

APPENDIX E

INNOVATION SELECTION CRITERIA

Innovation _____

Project Title _____ FY _____

A. The innovation addresses a significant problem. __Yes __No

A.1. One or more career development levels is/are addressed. __Yes __No

A.2. One or more functions (priorities) is/are addressed. __Yes __No

A.3. The number of potential adopters is large. __Yes __No

B. The innovation is effective.
__Yes
__Partial
__Possible
__No
__No Evidence

B.1. Primary evidence: students achieved objectives.
__Yes
__Partial
__No
__No Evidence

B.2. Secondary evidence:

B.2.1. Instrumental population achieved objectives.
__Yes
__Partial
__No
__No Evidence

B.2.2. Instrumental population prepared to use innovation.
__Yes
__No
__Not Applicable

B.2.3. Developmental methodology is sound.
__Yes
__Partial
__No

C. The innovation is transportable.
__Yes
__With Reservation
__No

C.1. Innovation is adaptable without affecting outcomes.
__Yes
__No
__No Evidence

APPENDIX

C.2. Innovation can be communicated.
__Yes
__Partial
__No

C.2.1. Documents contain descriptions of operations, resource requirements, and management of innovation.
__Yes
__No
__Not Applicable

C.2.2. Person(s) available to provide descriptions of operations, resource requirements, and management of innovation.
__Yes
__No

C.2.3. Demonstration of operation of innovation is available.
__Yes
__No
__Not Applicable

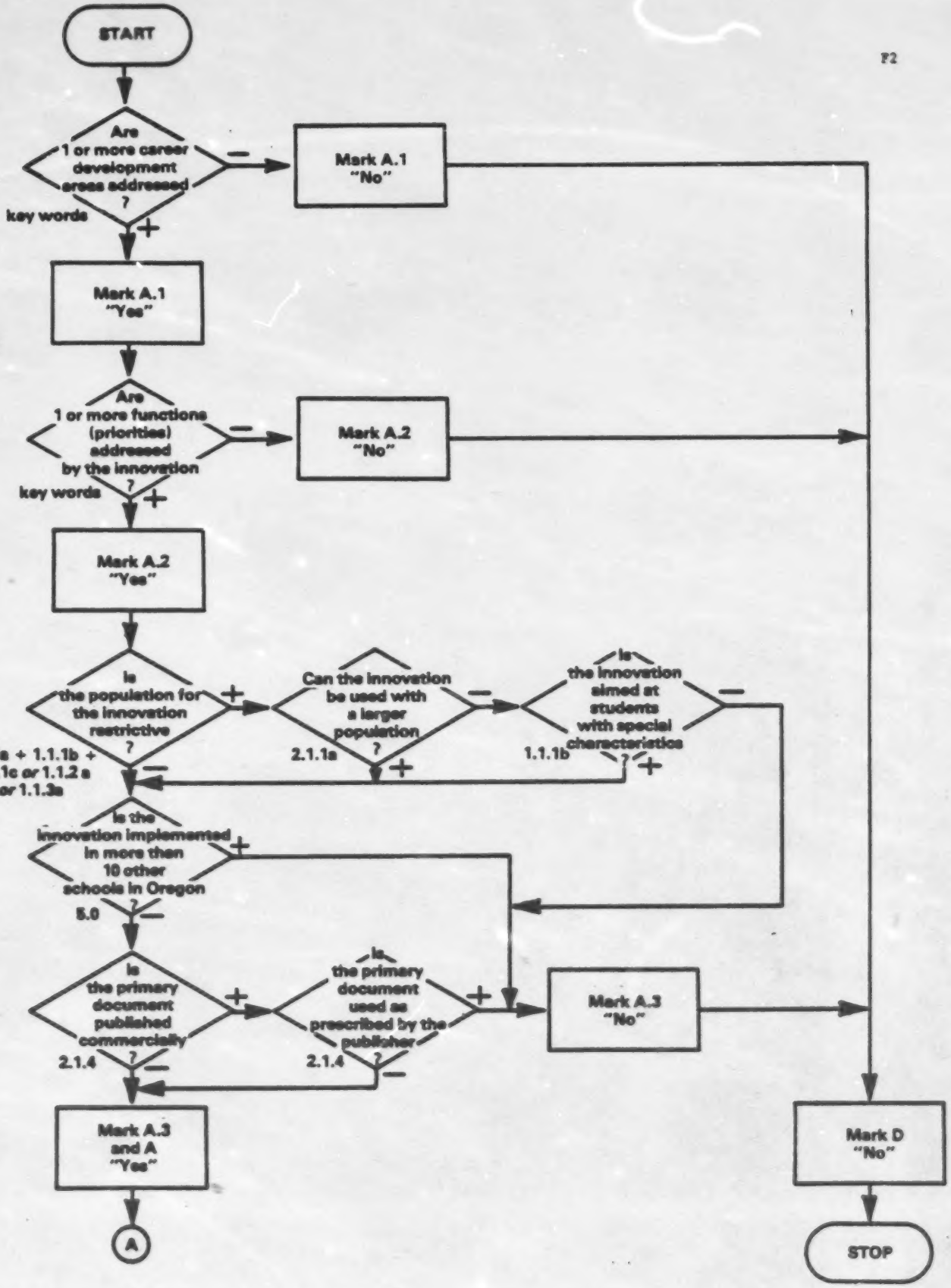
D. The innovation should be reported in the handbook.
__Yes
__With Reservation
__No

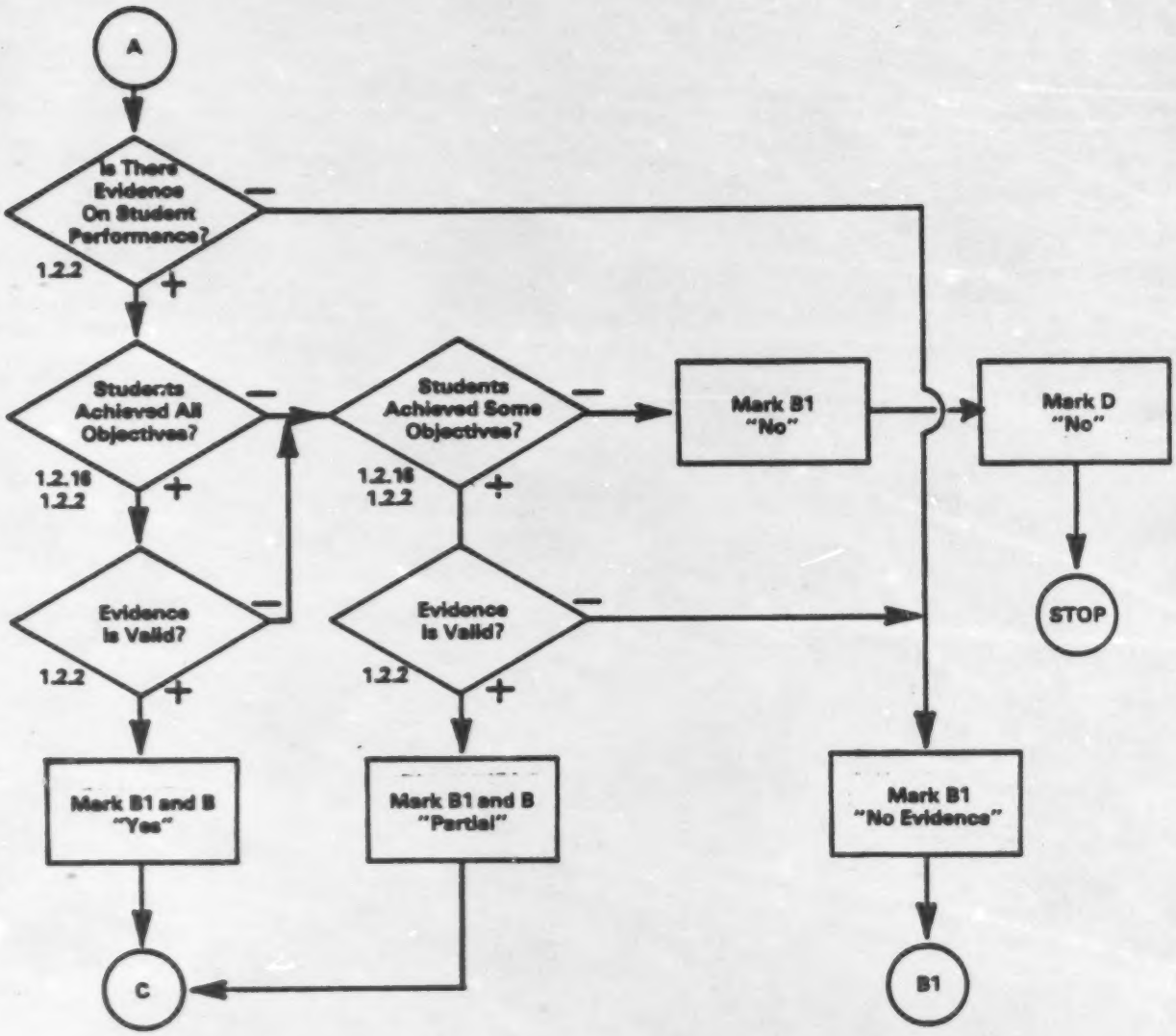
DECISION ON INCLUDING INNOVATION IN HANDBOOK

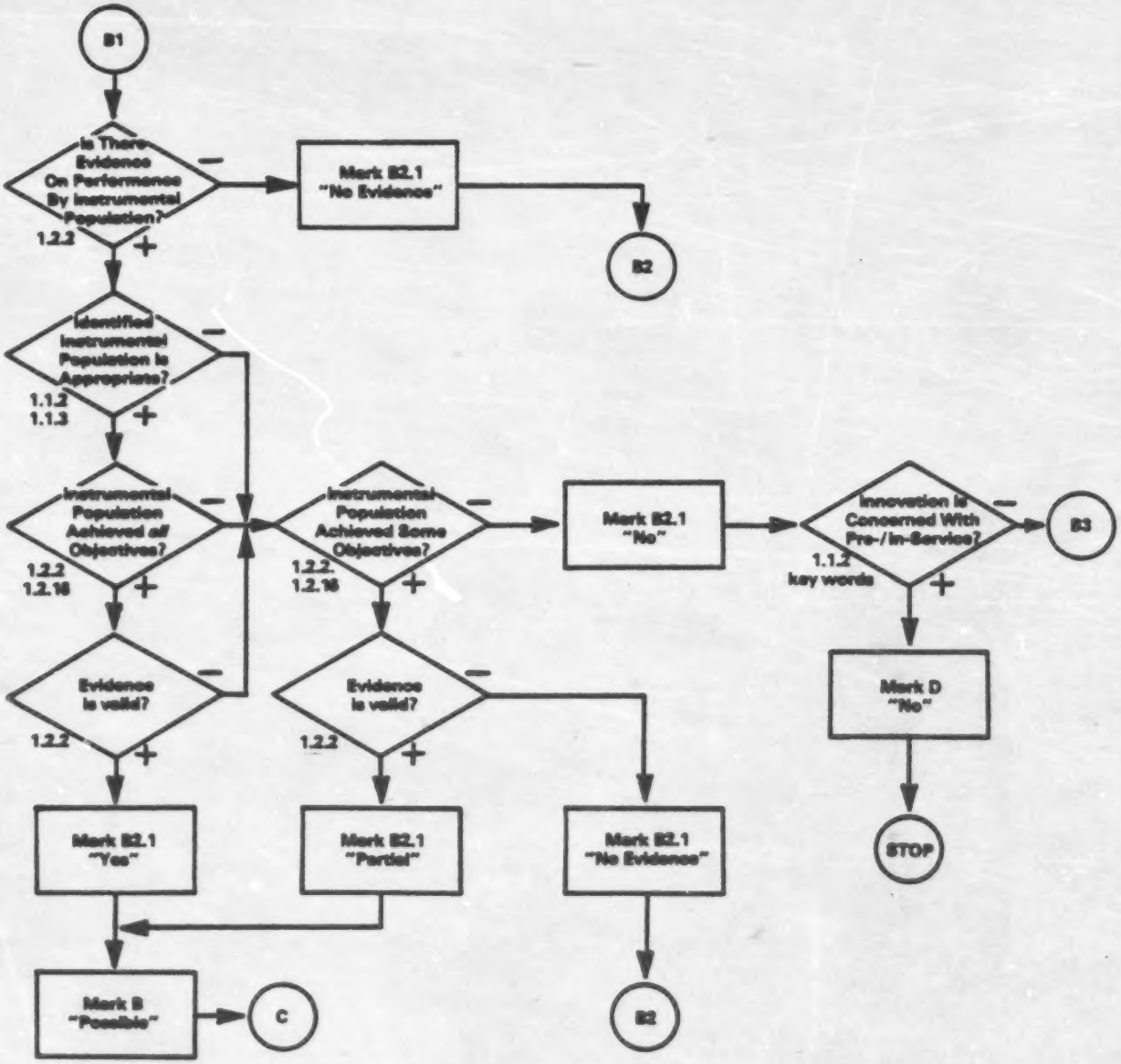
IF A	AND	B	AND	C	THEN	D IS
YES		YES		YES		YES
YES		YES		WITH RESERVATION		YES
YES		PARTIAL		YES		YES
YES		PARTIAL		WITH RESERVATION		YES
YES		POSSIBLY		YES		WITH RESERVATION
YES		POSSIBLY		WITH RESERVATION		WITH RESERVATION
YES		NO EVIDENCE		YES		WITH RESERVATION
YES		NO EVIDENCE		WITH RESERVATION		WITH RESERVATION
NO						NO
		NO				NO
				NO		NO

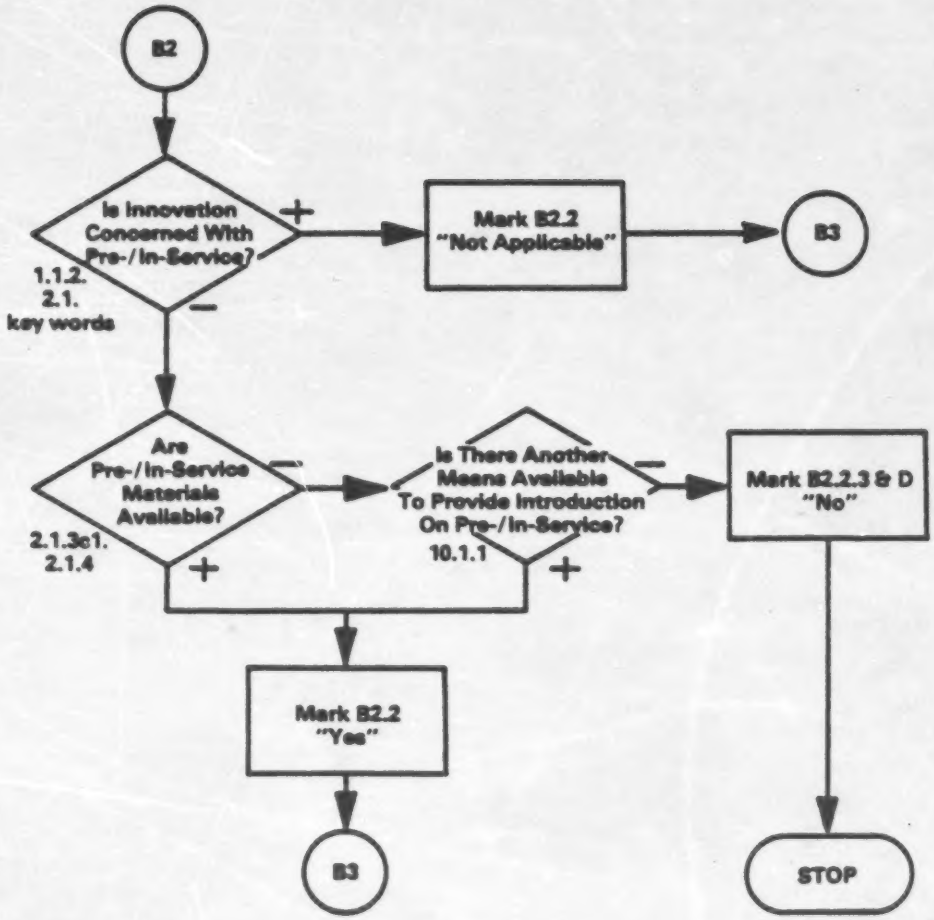
APPENDIX F

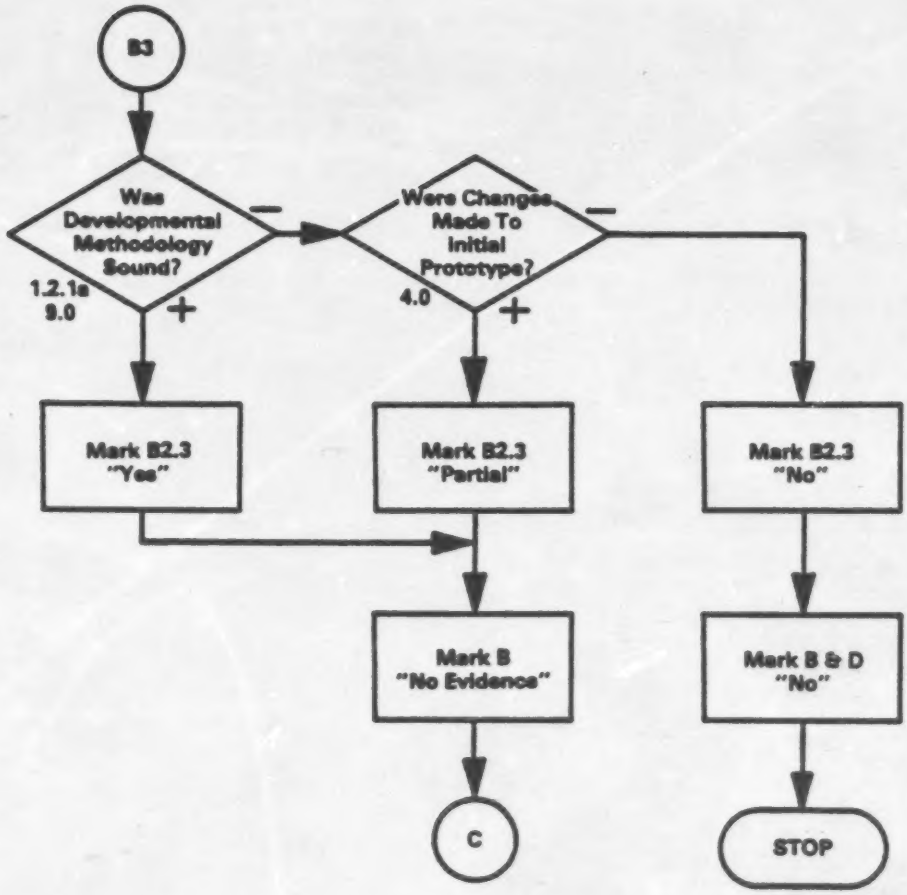
CRITERIA AND PROCEDURES FOR REVIEWING PRACTICES

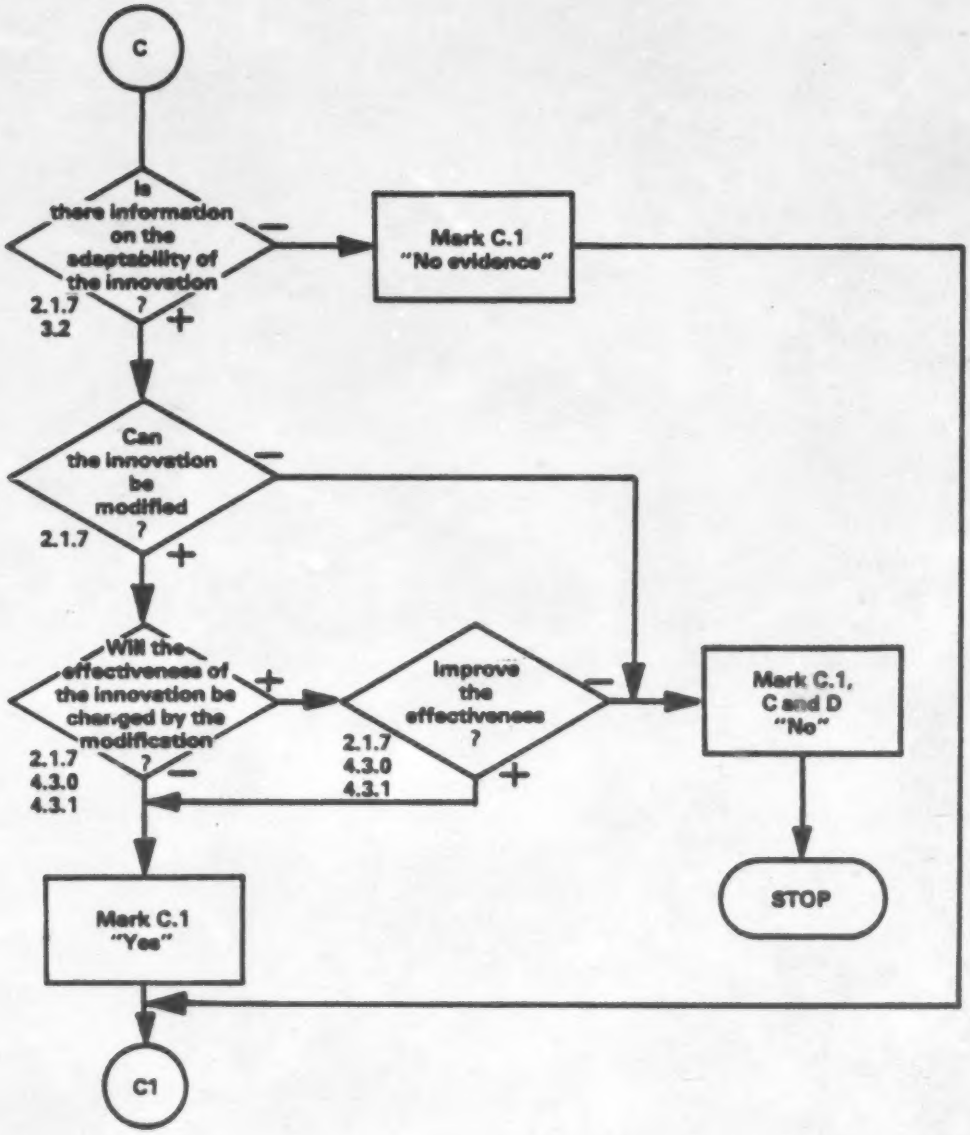

START
F2
Are 1 or more career development areas addressed ?
key words
Mark A.1 "No"
Mark A.1 "Yes"
Are 1 or more functions (priorities) addressed by the innovation ?
key words
Mark A.2 "No"
Mark A.2 "Yes"
Is the population for the innovation restrictive ?
1.1.1a + 1.1.1b + 1.1.1c or 1.1.2 a or 1.1.3a
Can the innovation be used with a larger population ?
2.1.1a
Is the innovation aimed at students with special characteristics ?
1.1.1b
Is the innovation implemented in more then 10 other schools in Oregon ?
5.0
Is the primary document published commercially ?
2.1.4
Is the primary document used as prescribed by the publisher ?
2.1.4
Mark A.3 "No"
Mark A.3 and A "Yes"
A
Mark D "No"
STOP

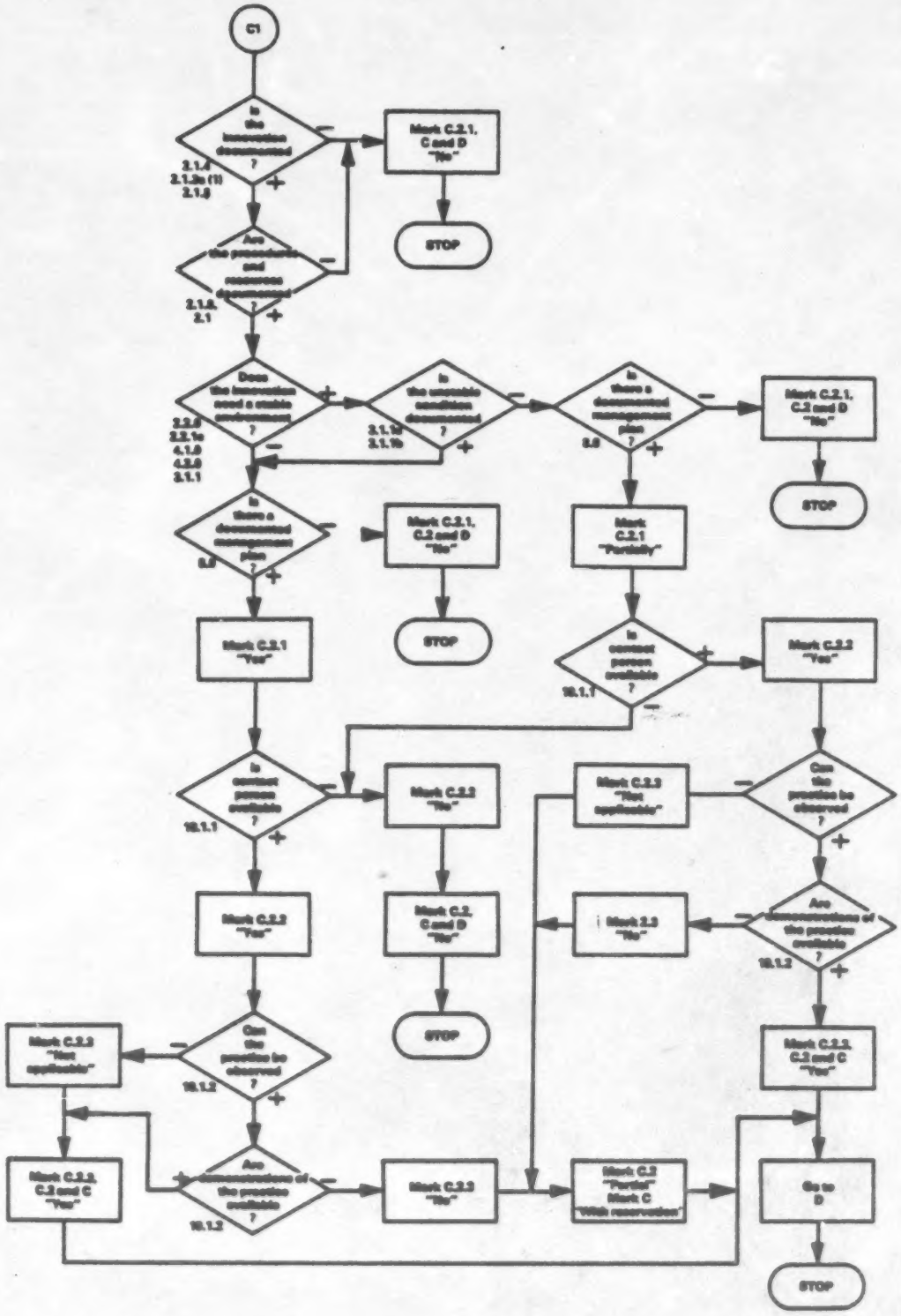

A
Is There Evidence On Student Performance?
1.2.2
Students Achieved All Objectives?
1.2.16
1.2.2
Students Achieved Some Objectives?
1.2.16
1.2.2
Mark B1 "No"
Mark D "No"
STOP
Evidence Is Valid?
1.2.2
Evidence Is Valid?
1.2.2
Mark B1 and B "Yes"
Mark B1 and B "Partial"
Mark B1 "No Evidence"
C
B1


B1
Is There Evidence On Performance By Instrumental Population?
1.2.2
Mark B2.1 "No Evidence"
B2
Identified Instrumental Population is Appropriate?
1.1.2
1.1.3
Instrumental Population Achieved all Objectives?
1.2.2
1.2.16
Instrumental Population Achieved Some Objectives?
1.2.2
1.2.16
Mark B2.1 "No"
Innovation is Concerned With Pre-/In-Service?
1.1.2
key words
B3
Evidence is valid?
1.2.2
Evidence is valid?
1.2.2
Mark D "No"
STOP
Mark B2.1 "Yes"
Mark B2.1 "Partial"
Mark B2.1 "No Evidence"
Mark B "Possible"
C
B2


B2
Is Innovation Concerned With Pre-/In-Service?
1.1.2.
2.1.
key words
+
Mark B2.2 "Not Applicable"
B3
−
Are Pre-/In-Service Materials Available?
2.1.3c1.
2.1.4
−
Is There Another Means Available To Provide Introduction On Pre-/In-Service?
10.1.1
−
Mark B2.2.3 & D "No"
+
Mark B2.2 "Yes"
B3
STOP


B3
Was Developmental Methodology Sound?
1.2.1a
9.0
Were Changes Made To Initial Prototype?
4.0
Mark B2.3 "Yes"
Mark B2.3 "Partial"
Mark B2.3 "No"
Mark B "No Evidence"
Mark B & D "No"
C
STOP


C
Is there information on the adaptability of the innovation ?
2.1.7
3.2
Mark C.1 "No evidence"
Can the innovation be modified ?
2.1.7
Will the effectiveness of the innovation be changed by the modification ?
2.1.7
4.3.0
4.3.1
Improve the effectiveness ?
2.1.7
4.3.0
4.3.1
Mark C.1, C and D "No"
STOP
Mark C.1 "Yes"
C1


C1
Is the intervention documented ?
2.1.4
2.1.3b (1)
2.1.5
Mark C.2.1, C and D "No"
STOP
Are the procedures and resources documented ?
2.1.3, 2.1
Does the intervention need a stable environment ?
2.2.3
2.2.1a
4.1.3
4.2.3
2.1.1
Is the unstable condition documented ?
2.1.1b
2.1.1b
Is there a documented management plan ?
2.5
Mark C.2.1, C.2 and D "No"
STOP
Is there a documented management plan ?
2.5
Mark C.2.1, C.2 and D "No"
STOP
Mark C.2.1 "Partially"
Mark C.2.1 "Yes"
Is correct person available ?
10.1.1
Mark C.2.2 "Yes"
Is correct person available ?
10.1.1
Mark C.2.2 "No"
Mark C.2.2 "Yes"
Mark C.2, C and D "No"
STOP
Mark C.2.3 "Not applicable"
Can the practice be observed ?
Mark C.2.3 "No"
Are circumstances of the practice available ?
10.1.2
Can the practice be observed ?
10.1.2
Mark C.2.3, C.2 and C "Yes"
Mark C.2.3, C.2 and C "Yes"
Are circumstances of the practice available ?
10.1.2
Mark C.2.3 "No"
Mark C.2 "Partial" Mark C "With reservation"
Go to D
STOP

APPENDIX G

LETTER EXPLAINING REVIEW PROJECT

January 7, 1976

Dear

The Oregon Department of Education and Oregon State University are cooperating to identify innovative and/or transportable career education practices in research and exemplary projects funded through the Oregon Department of Education, Career/Vocational Section. Because of such a project entitled Consortium for Planning, Developing and Implementing Exploration Industrial Career Development Models has been conducted in your district, we request your assistance.

The identification of innovative and/or transportable career education practices will enable other districts to adopt or adapt such practices as well as to provide your project statewide visibility within the educational community.

We would like to arrange a personal interview with your project director or with someone knowledgeable about the project. Oregon State University staff will be contacting you by telephone in the near future to determine how participation in this worthwhile activity can best be accommodated in your district.

Thank you for taking time from a busy schedule to provide assistance.

Sincerely,

Monty Multanen
State Director
Career/Vocational Education

Larry Kenneke
Project Director
Oregon State University

MM/LK:mr

APPENDIX H

LOG

SPECIAL HANDLINGS:	Critical Incident	Personal	Priority

CONVERSATION WITH: _____ ☐ Personal ☐ Telephone

_____

_____ ☐ Personal ☐ Telephone

_____

TELEPHONE NUMBER: _____

TIME: _____

SUBJECT: _____

_____ FILE: _____

BY: _____ DATE: _____ INFO: _____

CONVERSATION/OBSERVATION/PROBLEM/COMMENTS

ACTION REQUIRED/ACTION TAKEN/DECISION/RECOMMENDATION/COMMENTS

APPENDIX I

LETTER CONFIRMING SITE VISIT

This letter will confirm the interview which we scheduled with you on _____ to discuss the project(s),

The purpose of the interview is to determine some innovations which have come out of funded projects so that creative things which have been done can be publicized throughout the state.

We hope to gather information about:

- students
- staff
- facilities used
- resources used
- equipment used
- methods used
- career education and/or development.

We are looking forward to meeting with you.

Sincerely,

Larry J. Kenneke
Project Director
A Review of Vocational Research and Exemplary Projects

LJK:c
Enc-1

APPENDIX J

LETTER OF THANKS FOR INTERVIEW

January 13, 1976

Dear

Thank you for your helpful assistance when our team visited with you on January 9 for the purpose of discussing the project, "Interdisciplinary Basic and Career Education Program."

John Pence, Ginger Arnold, Jeane Dille and I greatly appreciated your hospitality and cooperation. It made our work of looking at research and exemplary projects within the state a pleasant and interesting task.

Sincerely,

Larry Kenneke
Project Director
A Review of Vocational Research
and Exemplary Projects

LK:h

APPENDIX K

FORMAT FOR PROMISING PRACTICE WRITE-UPS

PROMISING PRACTICE: (Type title of the Practice in Upper and Lower Case)

Name of School or Sponsoring Agency

GROUPS INVOLVED:
(List specific types of persons, e.g. high school students, etc who directly worked in the use of the practice

PURPOSE:

EMPHASIS:

GROUP SIZE:
Number of teachers or students per year, semester, or quarter

ENVIRONMENT:
(school size, rural or urban)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
(Staff, equipment--any resources not usually available on the site

MATERIALS DEVELOPED:
(Guides, tapes, films, programs, etc, list titles

EVALUATION:
Classroom Tested
Third Party, or
No Student Performance Data

(Describe the purpose of the practice and the way in which the practice works, e.g., procedures.)

MATERIALS DEVELOPED: (Identify and describe the materials in the Practice. Also, note the availability of the materials and the means by which they can be acquired, if available.

PROJECT BACKGROUND: (Briefly describe the how, when, and where the Practice was developed.

FOR FURTHER INFORMATION, CONTACT:

(List the name and address of the person who can be contacted regarding the Practice.)

APPENDIX L

APPROVAL FORM

I, (we), grant permission to include the attached summation in a handbook, Promising Practices in Oregon Career and Vocational Education.

Date: _____

_____
Authorized Agency Representative

_____
Agency

I, (we), grant permission to include the attached CORRECTED summation in the handbook, Promising Practices in Oregon Career and Vocational Education.

Date: _____

_____
Authorized Agency Representative

_____
Agency

APPENDIX M

LETTER ADVISING PROMISING PRACTICE WAS DEVELOPED

May 25, 1976

Dear

Here is your copy of Promising Practices in Oregon Career and Vocational Education. It represents the combined efforts of the Oregon Department of Education, Oregon State University, and many cooperating organizations and agencies, such as yours.

We want to get an idea of the number of requests for information you receive about your Promising Practice to assess the demand for a future Promising Practices project similar to this one. Would you please keep a record of the inquiries you receive on the enclosed form. You will be contacted within the next six months for this information. We certainly appreciate your assistance.

Thank you for participating in the project.

Sincerely yours,

Monty Multanen
Monty E. Multanen
State Director
Career/Vocational Education

Larry J. Kenneke
Larry J. Kenneke
Project Director
Oregon State University

MEM/LJK:ah
Enclosure

APPENDIX N

PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

LOG

of your Practice as Given in Handbook_____

Agency or Organization_____

Name_____

Phone Number_____

Name of Inquiring Agency/Organization	City & State of Agency/Organization	Type(s) of Requests Made (Check ALL that apply)				Date of Initial Contact
		Information by Telephone	Information in Writing	Materials Requested	On-Site Visit	

Information Contact: Coordinator of Applied Career Research
Oregon Department of Education

APPENDIX O

LETTER ADVISING NO PROMISING PRACTICE WAS DEVELOPED

May 27, 1976

Dear

Enclosed is your copy of the Promising Practices in Oregon Career and Vocational Education. It represents the combined efforts of the Oregon Department of Education, Oregon State University, and many cooperating organizations and agencies such as yours.

We appreciate your willingness to provide us with information about your prior Career/Vocational Research and Exemplary Programs. Even though your project, or projects, are not included in the final handbook, we appreciate your cooperation and hope the enclosed handbook will be of value to you.

Sincerely yours,

Monty Multanen
State Director
Career/Vocational Education

Larry J. Kenneke
Project Director
Oregon State University

MM/LJK:jh
Enclosure

APPENDIX P

HANDBOOK REACTION FORM

PROMISING PRACTICES IN OREGON
CAREER AND VOCATIONAL EDUCATION

Critique

Future editions of the Promising Practices in Oregon Career and Vocational Education will be shaped by the evaluations of educators who use it. Will you take a minute to fill out this form?

_____Yes _____No I found at least one idea I plan to investigate.

_____Yes _____No I found more than one idea I plan to investigate.

_____Yes _____No. The information about materials and processes is sufficient to decide whether or not I want to investigate them further.

_____Yes _____No I would recommend the Promising Practices in Oregon Career and Vocational Education to a colleague

Please suggest ways in which we can improve the Promising Practices in Oregon Career and Vocational Education.

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